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ABSTRACT

The pilot program is designed to implement individualized instruction for the prospective teacher (Competency-Based Teacher Education Model) and public school children (Personalized Instruction Model). Students participate in an individualized learning program while aspiring teachers complete their teacher training competencies through knowledge and performance levels at Portal Schools. The children work in open-space instructional areas that utilize diagnosing and prescribing methods, scope and sequence activities, learning centers, learning activity packages, and contracts. Teachers demonstrate their competencies with specific skills, which include the following: motivating and reinforcing students, producing instructional materials, and personalizing instruction. All competencies are completed on-site with the assistance of clinical professors. Two supportive elements of this pilot program are a) using volunteers to tutor children in math and reading skills and to produce instructional materials for individualizing instruction and b) providing effective in-service training for other teachers interested in individualizing instruction, with emphasis on demonstrations and instructional material production. (In addition to the explanation of the program, this document contains a booklet, edited by J. Michael Davis, which gives presentations, demonstrations, and resources from the Southeastern United States Symposium on Competency-Based Teacher Education.) (Author/JA)

PERSONALIZING INSTRUCTION
through
COMPETENCY-BASED TEACHER EDUCATION

ED 026651

Presentations, Demonstrations and Resources
From the

SOUTHEASTERN UNITED STATES

SYMPOSIUM ON CBTE

April 17, 18, 1973

Edited by
J. Michael Davis

SP 007 577

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COVER

Photograph of Mr. Dewey Rayburn
and students at Fairview Elementary
School in Sylva, North Carolina

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INTRODUCTION

Competency-based teacher education is a good or bad word depending upon which philosophical side of the street one happens to be treading. We continually let ourselves fall into controversy and even confrontation when, in fact, we may be advocating the same principles. I believe most everyone would have difficulty finding fault with the concept of competency. Has this not been that which teacher education has endeavored to achieve since the beginning of the first normal schools?

If I may be personal, for many, many years I began every methods course I taught with an identification of the competencies we hoped to achieve during the course. We also instituted a performance component in the form of an incomplete grade and a return the next quarter until a specified level of performance was achieved. No, we did not label the objectives or goals we identified as competencies or behavioral objectives; nevertheless, they were explicit and everyone understood just what he or she must be able to do before exiting the course. (We even had an exit policy.) Despite all this, I must confess that I am one of those who has rallied to the cause to defend teacher education as it has been and, in fact, is today. Human nature is such that we tend to defend that which we have been a part of or that which threatens those things which we have created. Really, it is not the principle or concept of competency-based teacher education that we argue about but rather how different people propose going about achieving it.

As you read the report of this conference, you will find that the participants were posing these kinds of questions:

1. How is this different from North Carolina's approved program approach?
2. Will we be able to implement such a program with available resources?
3. Is there danger of reducing the education of teachers to those skills that can be adapted to specific measurement?
4. Will we fail to educate in an attempt to produce efficient technicians?
5. Can we assess those personal intangibles, so important to success in teaching, that seem to defy objective measurement?
6. Are there evidences that CBTE will produce more effective teachers that traditional approaches?
7. Are identified weaknesses in the education of children today the result of ineffective teacher preparation or are weaknesses a product of the total society?

8. Is it likely that a satisfactory means of judging pre-service teaching can be discovered and agreed upon in light of complete failure to judge in-service teaching?

You probably will not find in this report satisfactory answers to the above questions; however, you will find a discussion of them. I believe the materials may be helpful in clarifying some misunderstandings and at the same time confuse us about others; but is not education the act of becoming unconfused?

Taft B. Botner
Dean
School of Education and Psychology
Western Carolina University

1. COMPETENCY-BASED APPROACH IN TEACHER EDUCATION FOR NORTH CAROLINA

J. P. Freeman

The competency-based teacher education program in North Carolina can best be defined by contrasting it with the current approved program approach. Prior to 1962 the State's method for guaranteeing teacher competency was through a course and hour analysis process in the State Teacher Certification Office. In 1962, the State Board of Education adopted an approach identified as the "Approved Program Approach," which focuses on the program as developed and implemented at the college or university level. On the basis of broad State standards and guidelines, each institution develops its own teacher education program; the institutions that meet the approved program test of the State Board of Education are granted approval and the graduates are automatically certificated upon an appropriate recommendation from the college or university involved.

The program (1) demands a total institutional involvement in teacher education; (2) emphasizes high admission standards for the teacher education program; (3) calls for an enriched overall curriculum for the preparation of teachers; (4) requires cooperation between colleges and school organizations with the objective of providing more meaningful student teaching experiences; (5) requires adequate faculties, facilities, equipment and supplies for the programs offered; and (6) fosters flexibility in program planning.

In 1972, the State Board of Education adopted the competency-based program as the State approach for teacher education. (1) It continues and expands the approved program approach concept; (2) focuses on competencies needed by teachers rather than on a single course and hour program for everyone; (3) provides for an individualized and personalized preparation approach; (4) makes possible opportunities for experimental and innovative programs; (5) contains a field centered emphasis; (6) broadens the base of the responsibility for teacher education by providing for a more extensive relationship between and among colleges and universities, public schools, State Department of Public Instruction, State Board of Education and professional associations.

The primary thrust of the competency-based approach is on the specified competencies needed by teachers to bring about appropriate behavioral responses from students. This assumes that the teaching competencies to be demonstrated are role-derived and used in setting up preparation programs.

2. THE S. E. SYMPOSIUM ON CBTE

J. Michael Davis

Approximately 300 educators representing *150* institutions of higher learning, school districts and agencies gathered in Asheville, N. C. to actively participate in the Southeastern CBTE Symposium in April, 1973. Attendance and participation was unprecedented. Why would so many attend a two-day symposium on CBTE? What is a symposium? What is CBTE?

A dictionary presents three definitions of a symposium:

- "in ancient Greece, an entertainment characterized by drinking, music and intellectual discussion"
- "Latin--together-a drinking"
- "any meeting or social gathering at which ideas are freely exchanged"

The initials CBTE could stand for a number of things. For example:

- callous bulldozer in teacher education
- controversial burlesque for talented educators
- catastrophic bolderdash in teacher education
- creative bombshell for tranquil educators
- carte' blanche for teacher education

Call it what you want. You are only limited by the scope of your creativity. In reality, CBTE represents Competency-Based Teacher Education. It represents the new focus in teacher preparation. A focus toward competent teachers which uses the criteria levels of knowledge, performance and product. A shift away from the traditional course credit counting approach which is concluded by a student teaching experience.

In other words, competency-based teacher education derives from offering a variety of learning activities designed and implemented to produce teachers who possess designated competencies for entry into the teaching field. Traditionally, the competencies for entering the teaching profession were ambiguously defined; the path was very straight and the learning experiences were rather rigid.

The success or failure of CBTE is predicated upon an effective marriage between teacher training and the public school sector. This symposium was the first of its kind to deliberately bring professionals from all major role groups together to review the ramifications of CBTE and how if affects all of us.

Individuals representing university and college faculty, public school teachers, children, aspiring teachers, university administration, public school

officials and state departments of public instruction were actively involved in the activities of the symposium. The program was built around a special format that enabled the participants to investigate several important items and to begin answering a variety of questions. Major elements of the format were:

- An Introduction to CBTE
- Reaction to CBTE -- Public School, University Faculty, SDPI, University Administration
- Clarification of CBTE
- Implications of CBTE -- How It Affects Me!
- Planning Strategies for Implementation
- Demonstration of Teacher Competencies by Classroom Teachers: The WCU Story
- Exemplary Models of CBTE Programs
- Evaluation and Summary

This publication follows the same format. Several of the enclosed materials were presented by participants and consultants at the symposium. Some contributions are presented in their entirety while others have been edited by the author of this publication. Additional items have been compiled and included in this booklet where deemed relevant.

3. COMPETENCY-BASED TEACHER EDUCATION: A SUMMARY

Howard Fortney

The problems encountered in twentieth century society require institutions which can respond to find solutions to those problems. Some of the problems are represented by the saltatory change in society, the rise of technology, and the knowledge explosion. The calls for relevance in education at all levels (elementary, secondary, post-secondary, and graduate education), particularly for education that can respond to the realities of the world, indicate a need for altering teaching and learning in order that pupils at all levels can deal constructively with the conditions and problems that they find in society. There has been considerable dissatisfaction with programs in teacher education. Present programs for the training of teachers are not producing teachers that can meet the needs of children as the children confront the realities of the twentieth century.

It was with these problems in mind that the U. S. Office of Education issued a request for proposals in October, 1967, for "Educational Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers." The request specified that the specifications must include the elements which are found in Transparency 1. (Copies of transparencies are located at the conclusion of this article.)

Eighty requests for proposals were received and nine institutions were selected to receive approximately $1,500,000 for the development of the specifications. This was referred to as Phase I of the project. The institutions are shown in Transparency 2. The University of Wisconsin was not included in the original nine institutions and volunteered to develop the project from other funds. The University of Wisconsin was included in Phase II.

After the specifications had been submitted, the researchers on the development of the models gathered together to examine the basic elements that they felt were common to all of the models. These combined elements became known as competency-based teacher education and the basic elements have provided the basis for the development of performance-based or competency-based teacher education throughout the country. The movement has been assisted considerably through the efforts of the American Association of Colleges for Teacher Education, particularly in the Performance-Based Teacher Education Project.

Phase II of the model development resulted in each of the institutions which had developed the original specifications initiating a study of the feasibility of implementing the models. Cost analyses were rather high. Rosner, in his book, *The Power of Competency-Based Teacher Education*, which expands the efforts of the feasibility project of the original models, places the development and implementation cost at $114 million dollars.

Breakdown of the development costs is provided in Transparency 3.

Because of the expense, the U. S. Office of Education was interested to see what would happen if some small institutions with limited funds were introduced to the models and the model designers and encouraged to begin developing the models with small budgets. Each of the institutions selected had indicated an interest in improving its teacher education program and each of the institutions had been declared a "developing" institution by the U. S. Office of Education. The ten institutions selected received small sums of money from the office and each began a study of the models and developed plans for development and implementation. The institutions were from nine southern states, and, for the most part, were predominantly black institutions. Of the original ten, Livingston University was the first to have a developed program placed in operation. Livingston withdrew from the consortium in 1972, and was replaced by Pembroke State University, Prairie View A & M University, and the University of South Alabama. The institutions named themselves the Consortium of Southern Colleges for Teacher Education, and selected North Carolina Central University, Durham, North Carolina, as "Consortium Central." Dr. C. James Dyer was named the Director of the Consortium. (See Transparency 4.) This consortium was one of the first efforts to implement the concepts of the model builders and each institution is still working to implement the program. The principal benefit derived from the development of the consortium was the sharing of expertise, the sharing of competencies and modules, and the cooperation of the institutions in assisting each other. While each institution is presently at a different stage of development, implementation or evaluation, the two institutions in North Carolina that have made the most progress are Pembroke State University and North Carolina Central University.

It became obvious after the feasibility studies had been conducted that probably there would not be any significant funding efforts from the U. S. Office of Education. As a result, several institutions in the South began to develop programs substantially without outside funding. Probably the most recognized of these institutions are the University of Georgia, the University of Houston, and Florida State University. The University of Toledo has developed a program and I understand that it is in operation.

Transparency 5 is to illustrate the difference between conventional programs in teacher education and competency-based programs. Traditional programs relied on the study of knowledges and theories which were presented to the students in the form of courses. Once the student has completed the prescribed course of study, he demonstrates that he can convert the theory and knowledges into practice in a practicum called student teaching. If the student can demonstrate, to some degree, that he is capable of converting the knowledge and theories into practice, then he is recommended for certification. Competency-based programs develop performance and com-

quence criteria. Competency-based programs do not decry the knowledges, but they do place emphasis on the performance of the teacher, either in simulated situations with actual pupils, in teaching peers or in clinical situations. Further, competency-based programs recognize the importance of the product or the consequence of the teacher's performance. The measurement of the teacher's performance is, to some degree, the learning of pupils as a consequence of that performance.

The key to competency-based education is the specification of competencies. The model builders agree to some degree on those elements which must apply to the specification of the competencies (Transparency 6). The competencies should include behaviors that are explicit. (Some schools are insisting that these competencies be at the "performance" level.) The behavior that is desired must be made public to the student and performance criteria should be established for the competency. Each competency should be cognizant of the role of the teacher in that competency and the role should be embedded in the statement of competency. Competencies can be derived in various ways. Probably the best way is through task analysis and job description. In my opinion the establishment of competencies utilizing the conventional course structure is the least effective manner.

Because the establishment of competencies is so important, I would like to dwell on certain aspects for just a moment (Transparency 7). The behaviors in the competency represent skills, attitudes, behaviors, and understandings. One suggestion for deriving the explicit behavior in the competency is to imagine that one is watching a video tape of children in a classroom. The children are engaging in a number of learning activities and the teacher is behaving in a role relative to those activities. The performance of the teacher and the consequence of that performance (i.e. the pupil learning-process or product) becomes more obvious. Consequence criteria can become *one* measure of the performance of the teacher. Under conventional programs, consequence criteria utilized normative data. Under the CBTE system, the behavior of pupils can be criterion referenced.

Many of the competency-based programs that are presently being developed are primarily programmed learning. I believe that several factors are operating to bring this about. First, faculties are making the assumption that understandings and knowledges must precede performance. This heavy reliance on knowledges and understandings is the heart of a conventional program and this, coupled with the development of competencies within the present course structure, can lead to competencies that are behaviors that can be described as "list," "describe," "analyze," "discuss," etc. If the competencies stress the performance and consequence level, then the knowledges and understandings can become a portion of the learning process (or sub-competencies) that lead to the attainment of competency. Careful attention to the behavior in the competency can avoid programs becoming primarily programmed learning.

Another area in the specification of competencies is the specification of the role of the teacher that is embedded in the statement of competency. While nearly all of the models dealt at length with the necessity of specifying the role of the teacher, the roles were not clearly defined in many of the models (Transparency 8). The roles that are described deal with teachers behaving in conventional ways, i. e., teaching large and small groups of children, and in the development of individualized programs of education for children. The specification of the teachers' roles, almost without exception, deal with the conceptions of how teachers will be operating in the classrooms of the future. Columbia University develops the Teacher-Innovator Model with the teacher behaving in the roles on the transparency. These roles take place in what is described as an "inquiry school." The Georgia Model describes a sequential assumption of responsibility by the pre-service teacher which assumes differentiated staffing and team teaching. The Toledo Model speaks to the "multi-unit school." Schools within the consortium have been studying the roles of the teacher that were developed by Auburn University under the auspices of a Triple T Project. These roles are innovator, interactor, diagnostician, and facilitator of learning. Tasks have been delineated in each of the roles which can lead to the development of programs of individualized instruction in schools.

Once the task analysis has been completed and competencies have been derived, using the criteria already described, the competencies need to be operationalized (Transparency 9). Many schools are using the formula described in the transparency. The competency should deal with the learner (the pre-service teacher at some level, or the in-service teacher), the behavior described (at the performance level and with the role of the teacher embedded), the conditions surrounding that behavior, and the degree or criterion level established for the behavior. If the performance is interactive, that is utilizing children, then consequence criteria can also be utilized as *one* measure of the performance of the teacher. This can become part of degree. If competencies are written in the manner that has been described, the sub-competencies, which should follow research and learning theory (Piaget, Gagne, etc.), and which should contain knowledges and understandings relating to the attainment of the competency, begin to emerge from the competency. They can become sub-competencies or behaviors leading to the attainment of competency.

Once the competencies are operationalized and the sub-competencies have been delineated, nearly all of the models subscribe to a systemic approach for the attainment of the competency (Transparency 10). The output refers to the competencies, the sub-competencies, or the behaviors that the system is supposed to achieve. The input refers to the entry level behavior at any point in time in relation to the system. The operation can be described as the process that one utilizes to move from the input to the output. The feedback system allows for evaluation procedures in order to

ascretain whether the system has produced the desired product. If the system has failed to reach the output level, then that portion of the system which is faulty can be redesigned in order to reach the desired output.

The features of the systemic approach are presented in Transparency 11. All of the features are recommended in various degrees for competency-based programs. Self-pacing, individualized, and personalized programs for teachers are essential if the teachers are to incorporate these types of programs into public education. The educational system should be continuous and systematic. Field orientation of programs is essential if one is to engage in interactive performances and particularly if consequence criteria are to be employed in the assessment of performance. This field orientation requires either portal schools, multi-unit schools, or other clinical experiences so that competencies may be demonstrated. The system must be self-correcting or regenerative, and utilize research in order to ascertain whether the operation is providing the indicated output. Learning alternatives are essential if the program is to be individualized and personalized. The utilization of technology is important as the technology provides more learning alternatives that can be utilized in teaching and learning. The interdisciplinary approach to the education of teachers is essential, primarily because of the increasing fusion of the traditional disciplines throughout the society. The Michigan State Model speaks of the teacher as the "behavioral science teacher" which requires an interdisciplinary approach in all of the sciences in the production of a teacher who can demonstrate competencies. In the systemic approach, the exit requirements assume greater importance than do entrance requirements into a program.

If competency-based programs subscribe to the systemic approach and to the features of the systemic approach in the attainment of competency, the question arises as to the best possible delivery system for the achievement of competency. The system must recognize the parameters that have just been described. While there may be other delivery systems, the system that probably best meets all of the criteria presented is the instructional module approach (Transparency 12). The module should have a behavioral objective and the objective should subscribe to the criteria which have been presented previously in the writing of the competency (A,B,C,D). These behaviors can be skills, behaviors, performances, knowledges, or understandings which lead to the attainment of the desired competency. The principal problem surrounding the specification of the behavior is to ascertain whether this behavior does indeed lead to the attainment of the competency. The prerequisites for the behavior are stated if there are any. (Caution--Many programs that are under development are influenced by the structure of conventional programs with relation to the statement of prerequisites. By this I mean that they are stressing knowledges and understandings prior to performance. By prerequisite, I prefer to think of entry level behavior into the module.) The rationale should explain to the student why the

indicated behavior is important. This should also assist in the development of the program in that it clarifies in the mind of the professor why the behavior is important. Preassessment is extremely important. If the student can perform the objective satisfactorily, i.e., meet the criterion level in the objective, then the preassessment enables the student to by-pass the module. The preassessment instrument can also be utilized in diagnosis or in designing remedial activities for the student. The learning alternatives should provide the framework by which the student can reach proficiency in the objecitve. There should be more than *one* learning experience and an alternative should be the "student's choice." The postassessment should relate to the objective in order to ascertain whether the student has reached the criterion level. I have added resources to the module in order that the resources required in the module can provide information for the development of management systems for the support efforts for implementation.

Management systems have to be designed for the various stages of competency-based education (Transparency 13). We think of a system for each of the areas on the transparency. In order that the management system as well as the sub-systems become operational, it is essential that both product and process be examined continually in order to assure that the system is delivering the desired product. The interrelation of systems should be stressed because adjustments in one system always lead to adjustments in other systems.

Some of the areas in the management system which will require these highly related sub-systems are presented in Transparency 14. At each stage, i.e., design, development, implementation, and evaluation, the support systems that must be designed must include the elements on the transparency. Faculty development for each stage will have to be planned and the plan will have to be regenerative. Each element will require continual research in order to ascertain whether the system will meet the demands for the program. The University of Toledo has suggested that the CIPP Process developed by Daniel Stufflebeam would be a valuable tool to utilize in monitoring both the process and product at each stage of development. The financial system must be planned and will certainly affect all other systems. The learning center which will become the hub of the competency-based program will interrelate with all other systems. Clinical experiences must be planned, particularly if the performances are to be interactive and if consequence criteria are utilized. The administration of the program poses all types of problems because of the change in role and function of the college faculty, not to mention problems such as grading, record keeping, faculty load, student credit hours generated, differentiated staffing in the college, and continual evaluation of the program. The specialization of the college faculties will probably be quite different under competency-based programs than the present specialization of faculties.

The development of competency-based programs requires that there

be intercooperation between all agencies in the preparation of teachers (Transparency 15). The Syracuse Model refers to this process as "protocooperation" or a fusion of all of the elements in the development of the program. Colleges of Education must involve public school personnel in the specification of competencies because these people are constantly involved in the realities of teaching and learning in schools. Educational associations and State Departments must also be included. Industry, especially in the development of technologies and packaged materials suitable for competency based programs, must be involved. Government agencies such as EPDA, BEH, and Teacher Corps are contributing to the development of competency-based programs. The Texas effort in the development of competency-based programs is indicative of the intercooperation of State Departments, public school systems, colleges working in consortia, and the utilization of government agencies in the development of competency-based programs in that state. The efforts of all of these agencies must be combined if the competencies developed and the programs that are implemented meet the objectives that they are supposed to meet.

The movement to design and develop competency-based programs is an exciting movement. The movement has gathered momentum until now there are some exemplary programs in operation. Some schools are in the process of piloting the programs. As the movement grows the excitement is contagious. I believe that the concepts hold great promise for the age of accountability and for the future of public education in the United States. I would encourage all colleges to "roll up their sleeves" and get to work. The best way to learn how to "do it" is by getting involved. Good luck!

Several years ago, an academic vice-president approached me and requested that I write him one paragraph that would consume no more than one-half page which would describe the basic concepts in competency-based teacher education. This one paragraph would be read to a board of trustees of a university in order that they might know what was going on in competency-based teacher education. The feeling that was within me then is within me now. I am afraid that I have been unable to condense the concepts in competency-based teacher education in these few pages without doing a gross misservice to the competency-based movement and to the great group of guys that developed the models. I apologize to them for attempting to take some marvelous conceptions and for oversimplifying their monumental creative endeavor. It was a job that I had to do (Transparency 16). The least that I can do is to provide the source of the information which has been put together by the model builders themselves. The book was just published and expands and clarifies every concept that has been presented here. The book is fine.

This paper has probably presented more questions than answers. I hope that it has been of some assistance to you. The best way to learn is to begin to design and develop your program.

TRANSPARENCY 1

PROPOSAL REQUEST

October, 1967

Educational Specifications for a Comprehensive Undergraduate and Inservice Teacher Education Program for Elementary Teachers

1. Elementary defined as preschool, primary, and intermediate ages.
2. Utilize systems analysis approach.
3. Develop alternate models for implementation.

TRANSPARENCY 2

MODEL DEVELOPERS - PHASE I

1. Florida State University
2. University of Georgia
3. University of Massachusetts
4. Michigan State University
5. Pittsburg
6. Syracuse
7. Toledo
8. Teachers College, Columbia
9. Northwest Regional Educational Laboratory

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10. University of Wisconsin

TRANSPARENCY 3

FEASIBILITY STUDIES - PHASE II

Five-Year Program Development Plan

(DOLLARS IN MILLIONS)

Program Planning and Coordination	1.5
Training Laboratories	75.0
Instructional Materials	19.0
Instruments	5.5
Career Development	13.0
Total	114.0

Rosner, *The Power of Competency Based Teacher Education*

TRANSPARENCY 4

IMPLEMENTATION - PHASE III

CONSORTIUM OF SOUTHERN COLLEGES FOR TEACHER EDUCATION

Clark College
Florida A & M University
Jarvis Christian College
Norfolk State College
*North Carolina Central University
(Dr. C. James Dyer)
Shaw University
South Carolina State College
Tennessee State University
Xavier University
Livingston University

Pembroke State University
Prairie View A & M College
University of South Alabama (Associate)

TRANSPARENCY 5

COMPETENCY-BASED TEACHER EDUCATION

Knowledges

Performance
Product (Consequence)

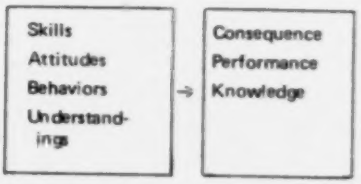
TRANSPARENCY 6

SPECIFICATION OF COMPETENCIES

Explicit Behaviors
Made Public
Role of the Teacher
Performance Criteria

TRANSPARENCY 7

EXPLICIT BEHAVIORS PERFORMANCE CRITERIA



TRANSPARENCY 8

ROLE OF THE TEACHER

TEACHERS COLLEGE

1.0 Teacher - Innovator Model
- 1.1 Institution Builder
- 1.2 Interactive Teacher
- 1.3 Innovator
- 1.4 Scholar

GEORGIA

Teacher Aide
Teaching Assistant
Certified Teacher
Specialist

AUBURN

Innovator
Interactor
Diagnostician
Facilitator of Learning

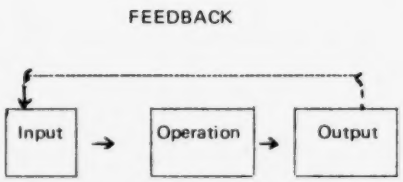
TRANSPARENCY 9

OPERATIONALIZING the COMPETENCY

1. Audience (Learner)
2. Behavior (Performance or Consequence)
3. Conditions (Givens)
4. Degree (Criterion Level)

TRANSPARENCY 10

SYSTEMIC APPROACH



TRANSPARENCY 11

FEATURES OF SYSTEMIC APPROACH

1. Self Pacing
2. Individualized
3. Personalized
4. Field Orientation
5. Regenerative System
6. Learning Alternatives
7. Utilizes Technology
8. Interdisciplinary
9. Exit requirements vs entrance requirements
10. Research Oriented

TRANSPARENCY 12

INSTRUCTIONAL MODULE

Title

Behavioral Objective (A, B, C, D)

Prerequisites

Rationale

Preassessment

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COMPETENCY-BASED TEACHER EDUCATION

Anderson, Cooper, DeVault, et al.

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Book One: Problems and Prospects for t Decade Ahead

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4. REACTION TO CBTE: FOUR ROLE GROUPS

J. Michael Davis

CBTE is not just another university model to train teachers. It represents a cooperative venture on the part of several groups, which include SDPI, colleges, public schools, administrators, students, university faculty and aspiring teachers. A marriage, if you will, among several agencies and individuals that are deeply involved in the educational process.

The four major role groups were:

- University Administration
  (Chancellors, Deans and Department Heads)
- Public School Officials
  (Superintendents, Supervisors, Principals and Teachers)
- University Faculty
  (Professors–Arts and Sciences, Education, Psychology)
- State Departments of Public Instruction
  (Divisions of Teacher Education, Departments of Certification)

When reviewing the comments, interactions, and discussions by different role groups at the symposium, several interesting reactions were made evident. Four major role groups were identified and each group met separately to discuss CBTE from their particular viewpoint. A summary of each group's reaction follows.

University Administration

University officials focused their attention on several major concerns. Their discussion centered around these questions.

1. Is CBTE a realistic model for higher education?
2. What about financing such a program? Is it cheaper or will it cost more?
3. How would the program resolve these problems?
   a. Travel expenses with university and portal school arrangements.
   b. The purchase or use of additional audiovisual equipment.
   c. Releasing faculty for module development and on-site instruction.
   d. Different roles and work loads for university faculty members.
   e. Concerns relating to the registrar's office–competencies and credits.
4. Faculty acceptance and cooperation.

Public Schools

Participants from the public school sector were interested in CBTE and they raised several pertinent points.

1. CBTE provides preparation for the classroom not provided in traditional ways.
2. CBTE should be a continuing process.
3. Competencies should be dilineated for the teacher as well as for the children in the classroom.
4. Who will state the competencies?
5. The concept of personalizing education should apply to the university as well as the public school.
6. How can the university facilitate interaction without upsetting the public school program?
7. Teacher training programs should begin introducing undergraduates to public school settings and complete their training with a one-year internship.

University Faculty

The largest role group at the symposium was composed of university faculty members. These questions were raised in their group.

1. How do we know that CBTE is better than other approaches?
2. How does this approach relate to more humanistic objectives and concerns?
3. What staff changes and skills will be required?
4. How will we relate competencies to registrar requirements?
5. How will this approach affect our budgeting?
6. How can we involve non-education departments in the program?
7. How will the CBTE approach affect small teacher education programs?
8. What have been the basic problems that others have experienced in attempting to develop such a program?
9. What are some of the weaknesses of the CBTE approach? How have others dealt with these weaknesses?

State Departments of Public Instruction

Major portions of the discussion centered around the general movement towards competency-based certification and teacher education within several state departments of public instruction. Contributions focused on the

North Carolina SDPI and the new guidelines for teacher education programs. Questions and reactions at this meeting could apply to other SDPI implementing or reviewing CBTE.

Dr. J. P. Freeman, Director of the Division of Teacher Education, commented that the new guidelines for North Carolina teacher education programs were developed by over 600 persons during a two-year period. These guidelines encompass CBTE concepts. Teacher education institutions were urged to move into these new programs as expeditiously as feasible. This could be done by total programs, by departments or even by courses.

Specific questions and answers relating to this topic are found in the section entitled, "Questions and Answers: North Carolina SDPI."

5. CLARIFICATION: WHAT IS THE STATE OF THE ART?

Stanley Elam

Some years ago Charles Schulz did a "Peanuts" strip in which the first frame showed several of the Peanuts characters lying on their backs on a fine April afternoon watching fleecy white, cumulus clouds drift by. I think it was Lucy who said, in the next frame, "I can see a beautiful palace with white horses and banners and a lovely princess. There is going to be a great tournament and the knights are going to fight for the princess's favor." And Linus said, "I see a great three-masted frigate sailing west to the Orinet for silks and spices and jade and all kinds of exotic treasures." Then Lucy and Linus looked at Charlie Brown. At first Charlie wouldn't say anything. But finally he admitted that all he could see was a white cloud that looked a little like a sheep.

Well, after spending about four months, off and on, back in 1971 working with the AACTE Committee that asked me to do a state of the art paper on performance-based teacher education, about all I could say with any conviction was that in all those clouds of words we would be lucky to find even a mouse, much less a sheep.

If any of you have read the state of the art paper I put together for the committee, you may have noticed that I was very careful to say, on the first page, that although I am listed as author, hardly a paragraph in it was entirely my own. I felt I knew very little about PBTE when the thing was finished. One of the few sentences in it that was entirely my own defined PBTE as "a multifaceted concept in search of practitioners." After four months of looking, I hadn't seen PBTE, I hadn't felt it, and the smell I got was just a little bit unpleasant.

Why was that the case?

Perhaps because, after 10 years in public relations in a state college and the past 17 reading some 20,000 unsolicited manuscripts sent to me for publication (mostly by professors of education), I think I have developed what Neil Postman calls a crap-detector. What I believed was happening in teacher education was something like this: Teacher educators were under the gun, as was most of public education. People were asking embarrassing questions and they were making nasty allegations-even nastier than usual. The day of blind faith in the magic of education for making one's kids wealthy and happy was coming to an end. People were passing laws in state legislatures which frequently used the word "accountability." Now I am just as sick of that word as you are, but it does have some meaning. (In fact, it has a different meaning for almost everyone.) One thing we could all agree on: It meant we were going to have one hell of a time getting money from the taxpayers. So every branch and field of education has been searching

for credibility. Teacher education was in special need of this elusive commodity.

Obviously, there were other reasons why talk of PBTE burgeoned when it did, but I'm not about to discuss them now. Let me tell you instead about my first meeting with the PBTE Committee of the AACTE. I am easily overwhelmed by articulate people, and nearly all the members of the committee are very, very articulate. I am completely tongue-tied if I do not have a manuscript in front of me. But finally I got up the courage to ask about a piece of research I had just read (it was published in the June, 1971, PHI DELTA KAPPAN). The author was that merry bull in the china shop, Jim Popham of UCLA. His KAPPAN article started out this way: "Results of a recently reported series of investigations reveal that experienced teachers may not be significantly more proficient than 'people off the street' with respect to accomplishing intended behavior changes in learners. In three separate replications, groups of experienced teachers were unable to outperform nonteachers in bringing about specified changes in learners."

That's fairly brutal, explosive material, you know. I rubbed committee noses in it, I thought, and sat back to hear the discussion.*

Nothing. It was as if I had belched in the middle of the Lord's Prayer. Everyone ignored me and went on talking about PBTE in those elevated, complex, unreal, obscurantist terms that always confuse me, as a one-time farm boy and journalist.

But I sensed that they weren't *really* enthusiastic about PBTE. They just felt that they had to talk about it, because the U. S. Office of Education had given them some money to do so.

I have probably said more than I should by way of introduction already. I have been more negative than I should be. The fact is, I am on the brink of changing my mind about PBTE. I may very well go home from this conference with my mind changed. One reason I am uncertain is the newest publication in the AACTE series, which came to me last week as I was trying to wade through a half-dozen AERA convention papers on CBTE and PBTE to update myself.

**Since then, of course, one of the finer medicine men in the teacher education business, Dick Turner of Indiana University, has rather effectively discredited the Popham studies. See his editorial in the January, 1973, KAPPAN, "Are Educational Researchers Necessary?"*

This latest publication, number nine in the AACTE series, has the old PBTE cover design, but it's titled *Competency-Based Education: The State of the Scene.* Note the subtle changes, from "performance" to "competence," from "art" to "scene." (I like "scene"–so hip, so contemporary.) As William L. Smith says in the prologue to this new booklet, "Since the first state-of-the-art paper was published on this topic, the competency-based programs and philosophy have affected a myriad of people, institutions, publications, and programs which were up to that time relatively uninvolved in competency-based education. The burgeoning interest in, employment of, and evaluation of competency-based programs has necessitated a revised assessment of the present status of this movement. The result. . .is. . .The State of the Scene."

Many people have borrowed from the paper I wrote (borrowing from others). So now I am going to borrow heavily from Al Schmeider's *State of the Scene.* Some of you have seen it, but I'm sure others have not. Anyone who wants to become more fully current on the development of CBTE must get a copy.

For a grasp on what has happened over the past two years by way of implementation, let me summarize Schmeider's material on the degree of participation in PBTE developments by states, higher education institutions, and public school educators. His list of programs and participants is impressive. I am perfectly well aware that a name does not a program make. Not even a staff paid with soft money and high-sounding titles--not even quarters with high-pile carpets, embossed letterheads, and a pretty receptionist will do it. Nevertheless. . .

First, 16 states have given legislative and/or administrative support. They include Arizona, California, Connecticut, Florida, Georgia, Michigan, New Jersey, New Mexico, New York, North Carolina, Oregon, Pennsylvania, Texas, Washington, Utah, and Vermont.

As you would expect, there is considerable variety from state to state. But Schmeider says several characteristics are common to nearly all:

1. The CBE certification program is established as an alternative to the approved program. In Texas and New York, there are requirements for total conversion in the long run.

2. During the early stages of implementation there is a heavy dependency on the successful sharing of materials, modules, and resource personnel among states developing CBE programs.

3. The first phase of program development has generally been characterized by numerous local meetings directed at briefing potential constituencies and expanding the base of involvement.

4. Programs are generally developed by groups composed of

representatives from all major educational constituencies--state departments of education, school administrators, teacher associations, institutions of higher education, students, and the community. (There is an appendix in Schmeider's book which describes each of the state plans.)

In higher education we of course have the high priority attached to CBTE by the AACTE, although I note that AACTE officials are still careful to say that they are not advocating the concept, just reporting on it. This caution may easily disappear, however, if the next questionnaire reveals a tipping point. The first questionnaire showed that out of 783 teaching training institutions replying (1,200 questionnaires were sent), 125 indicated that they had programs that "for the most part" could be characterized by the PBTE definition in the first AACTE state of the art paper. That's fairly impressive, but I'd still like to see how many students are actually involved in some of the programs. I would guess that there aren't many with 2,000 students in PBTE, as is claimed by Illinois State University in a KAPPAN article this January by Howard Getz.

There are another 366 institutions whose questionnaire answerer said, "We are now in the developmental stage of a plan to establish PBTE"--whatever that means. In any case, most of the new programs will parallel the traditional course-credit programs. Thus if the whole thing turns out to be a passing fancy, it will be easy to roll off the bandwagon.

Only 228 of the 783 said, "We are not involved in PBTE at this time."

Schmeider notes that the liberal arts people on most campuses are not involved in CBE developments but some examples do exist for almost every academic subject. For example, east of the Mississippi, Maryland Institute of Art, art; Illinois State University, social studies; Columbia Teachers College, language arts; University of Georgia, science; Wayne State University, industrial arts; Ohio State University, vocational education.

It is interesting that of the ten teacher education programs Schmeider categorizes as "total," four are in the Southeast: Florida International; Norfolk State College, North Carolina Central University, and the University of Northern Florida.

Eighty institutions report having alternative or parallel teacher education programs of the PBTE variety, including 19 in the Southeast: Appalachian State University; Alabama A.& M.College; Albany State College, Georgia; Auburn University; Clark College, Georgia; East Tennessee State Florida A. & M. University, Florida State University; Grambling College; Memphis State University; Pembroke State University, North Carolina; Shaw University, North Carolina; South Carolina State College; Western Carolina University; and Winston-Salem State University. There are also

seven or eight Texas institutions in this list.

There are various signs that teacher and administrator organizations are getting interested in PBTE, and the AACTE Commission is just starting a survey of the nation's largest school districts, with results promised by this summer. We know already that the Broward, Dade, and Palm Beach County districts of Florida emphasize CBTE. And there are portal schools with cooperating institutions in Schnectady, Albany, and Buffalo in New York; Athens and Atlanta in Georgia; Tallahassee, Florida; and several in the West. States with pilot projects include Connecticut, Florida, New York, Texas, and Washington.

It is worth noting also that a number of national groups interested in PBTE or in serving some special function connected with PBTE Programs have sprung up recently. One of the most intriguing of them is the National Commission on Performance-Based Education headed by Fred McDonald and supported with Rockefeller money. I heard McDonald discuss its work at the New Orleans AERA conference in February and have excerpted from his paper as follows: (His astute observations followed nearly nine months of surveying the field and making preliminary plans.)

"It is difficult to date when the interest in performance-based teacher education and certification became a national movement; but that it is a national movement now is indisputable. Over half the states have taken some kind of action ranging from the development of master plans for the development and implementation of performance-based programs, as in New York, to continuing its study and doing some preliminary exploration, as in Wyoming. . . .

"Two characteristics may be observed in all the recent flurry. Although there is considerable interest in performance-based certification, with pilot work under way, very few students are actually enrolled in performance-based programs. Further, there is much real opposition to the concept of performance-based education.

"Lately, a third characteristic of the movement is beginning to appear. It is becoming an issue that is deeply implicated in the politics of teacher unions and associations. The reason for the organized teachers' making an issue of the movement is that some plans for certification on a performance base also project a system of recertification, for experienced teachers, at periodic intervals.

"These three characteristics of the national movement for performance-based education and certification are testimony to its greatest weakness. There is no center of development or advocacy for the diverse groups who are now interested in performance-based education. The work of the AACTE cannot be described, nor does that organization wish to have it so described,

as advocacy. The developmental work conducted in a number of institutions is not being carried out in a cooperative way, aimed at achieving common goals. And although state education department personnel who have developed certification plans do have an organization, the Multi-State Consortium, which provides them with an opportunity to attack problems at the state level, their work is not coordinated with pertinent research and development activities going on in colleges and universities.

"This lack of coordination and integration is neither planned nor maliciously motivated. It simply points up that what we lack is any organization to bring the entire national movement into focus, provide its leadership, stimulate its growth and development, generate funds for it, advocate its development, and protect it from its enemies. . . .

[Hence the National Commission, designed to stimulate and coordinate the performance-based education movement.]

"We chose the Commission structure for two reasons. First, we needed to create an organization that would be independent of any already constituted political or educational institutions or organizations. It was apparent to us that they represented so many diverse interests that an organization directed by any one of them would surely create distrust among the others. The second reason for our decision was that the Commission structure would provide great flexibility because it could develop its own programs and select individuals or groups or institutions to work on those programs without being beholden to any outside group and without having to mediate many political considerations. . . .

". . .Commission's work will be carried out by task forces, which will usually be chaired or cochaired by members of the Coordinating Committee but will be composed of individuals, outside the Coordinating Committee, whose interests and abilities are most relevant to the work of a particular task force. . . .

"As we surveyed the kinds of activities that were being conducted throughout the country, it was apparent that the National Commission and the movement to performance-based teacher education and certification faced three basic problems: (1) The movement badly needed a concept of relevant teaching competencies developed to the point where it could be used as the basis for training and for evaluation of competence. (2) The changeover to performance-based programs requires an enormous amount of developmental work, which it was obvious was not progressing very rapidly; this led us to conclude that the development of instructional systems was a priority task. (3) It was obvious that practical difficulties were being experienced in the changeover to performance-based programs and certification systems; thus it was clear that priority had to be given to developing managers of training programs and managers of certification systems.

"We also recognized the need for developing an information base for performance-based systems and for creating a center for the dissemination of information about the performance-based movement. But we gave these two activities somewhat lower priority than resolving the three problems described previously. . . .

". . .There is very little question in anybody's mind that until we have defined what we mean by teaching competency, have developed effective systems for training for it, have developed systems for evaluating it, and have learned how to manage programs at the institutional and state level, the performance-based movement has very little chance of ultimately succeeding. Further, as we have repeatedly said, even though there are individuals working on these problems, the work is largely uncoordinated and some of it lacks the substantial support it ought to have. By indicating what our major goals and priorities are, we create a distinctive character to the Commission and suggest what kinds of problems must be solved if the movement is to have viability. . . .

"[Our goals are] within five years to have created five models of institutions--institutions where the entire teacher-education program is committed to a performance-based structure and represents a distinctive concept of how such a program ought to be organized and what its components ought to be.

"To reach such a goal we need to stimulate development of a taxonomy of teaching behavior, and the development of instructional systems, evaluation systems, and management systems. We have chosen to begin by attacking the most urgent of the problems.

"The Commission's first two task forces will be designed to work on two basic concerns. A task force will be created to begin the development of a taxonomy of teaching behavior with all the precise descriptions of behavior and methods of measuring the behavior implied in the concept of a taxonomy. A second task force will be set up to develop training programs for managers of performance-based systems. We hope to secure funding for these two programs and to begin work on them in the immediate future.

"We also hope to conduct a survey of what is currently going on in the field so that more precise information than is now available can be offered to persons interested in performance-based education. We also hope to create a center for the dissemination of the information as soon as we can secure funding for it.

"The Commission, during its first year, will also be entertaining ideas of other kinds of programs to generate. Our pragmatic goal is to produce useable products every year. We will generate manuals of taxonomies and descriptions of behavior, training manuals, and any other type of product that can be used by people interested in developing performance-based pro-

grams. We will also attempt to arrive at a clearer idea of other kinds of problems, so that we can begin to formulate programs to resolve them."

So much for the National Commission on Performance-Based Education. The other national groups, besides the ETS-sponsored Commission, number about seven, and it is interesting to note that four of them are in the Southeast.

First is the Multi-States Consortium on Performance-Based Teacher Education McDonald mentioned. It is part of the Division of Teacher Education and Certification in the New York State Department of Education at Albany. Ted Andrews is the director. It is currently focusing on implications of CBTE for state certification and training programs, on interstate sharing of information, materials and personnel, and on helping member states develop management systems for the development and use of performance-based approaches to teacher education and teacher certification.

Then there is the National Consortium of CBTE Centers at Florida State University, directed by Norman Dodl. It is a consortium of the National Competency-Based Education Centers, which are: Florida State, University of Houston, University of Georgia, University of Toledo, Syracuse University, Teachers College (Columbia), University of Wisconsin, Michigan State University, Oregon State System of Higher Education. The national centers were established to provide developmental assistance and training services for those who are interested in installing competency-based education programs.

Number four is the Southern Consortium at North Carolina Central University, Durham, Norman Johnson director. (I assume that Dr. Fortney will have described the work of this consortium, which I understand is primarily interested in developing local models of PBTE and in setting up a dissemination program for small colleges interested in installing CBTE programs.)

Number five is a "Teacher Center" Leadership Training Institute at the University of South Florida, directed by B. Othanel Smith. One of its priorities is the analysis of major problems of CBTE programs and the development of materials that could be used in CBTE programs.

Number six is the Committee on National Program Priorities in Teacher Education, Task Force '72 "Outside Track." Directed by Ben Rosner, dean of the Graduate School, City University of New York, it is currently focusing on a "national dialogue and feedback regarding the committee's proposed 'five-year national program' for CBTE," outlined in *The Power of Competency-Based Teacher Education.*

Number seven is the School Library Manpower Project of the American Library Association, directed by Robert N. Case at the Association's Chicago office. It administers six experimental program models in competency-based,

field-centered approaches in school library-media education.

I don't want to drag out this report unnecessarily, so I won't attempt to deal with the issues that were bound to arise–and have arisen–in a movement as complex and widespread as CBTE. They are discussed, although I won't say with much rigor or even with much skill, in the new state of the scene book.

These criticisms are:

1. The "sum of the parts" does not always equal the whole, and thus the mere fact that students are able to demonstrate competence in isolation does not guarantee success in the classroom.

2. Because the competency-based program has as one of its foundations a systematic approach, it is mechanistic and dehumanizing. (Paul Nash's AACTE paper, *A Humanistic Approach to Performance-Based Teacher Education*, arrived on my desk Monday.)

3. A competency-based program claims individualization, and yet each student is expected to display the same competencies; this claim does not seem consistent.

4. Trivial behaviors are those most easily operationalized; the really important aspects of teacher education may be overlooked.

5. We really know so little about how children learn that it seems ridiculous to base a program on competencies that may not be the appropriate ones.

6. The really important areas of teaching are in the affective domain, and these are very difficult to categorize and measure.

There is also a "random list" of 37 "current problems/questions/issues/needs" of CBE programming. Just to give you the flavor, I picked these seven:

1. There is no comprehensive national strategy for the competency-based education movement.

2. There is no single operating model of either a CBTE or a CBE certification program.*

**Don't say this to Fred S. Cook, Charlotte L. Newhouser, or Rita C. Riding, who presented a paper at the AERA convention titled, "A Working Model of a Competency-Based Teacher Education System." The system is in the Department of Vocational and Applied Arts at Wayne State University. (Or to Harley Adamson, Gil Shearron, George Finchum, or Janie Silver and Rhoda Collins of this conference.)*

3. There is a severe shortage of CBE program software.

4. Protocol and training materials currently being developed cover only a few of the more significant "competencies." What are the most crucial concepts? Can protocol and training materials be developed "locally" by schools?

5. Consortium arrangements are central to CBE programming. How can diverse groups most effectively work together? What will major problems be regarding consortiums, e.g., overlapping decision domains, etc.?

6. Module development is essential for "personalizing" CBE programming. What are the best kind of modules? Who develops them? How "hard" should they be? What kinds of delivery systems are needed to maximize "sharing" of modules across regions and states? What are the problems of "sharing"?

7. Does CBE cost more or less than other program alternatives?

This is a staggering list of unanswered questions and could easily swamp the movement unless it has heavy government subsidy, which seems unlikely so long as Richard Nixon is president. I don't propose to make any predictions, but I will close by reading a letter I received last year from one of the most persistent critics of PBTE, Barak Rosenshine of the University of Illinois.

He says, "'Process accountability' seems to be a big issue for teachers [he had received panic calls about it from the California Teachers Association and the NEA], because of current action by state legislatures. [The phrase merely means we can be held accountable for the teaching process, just as a doctor can be held accountable for what a doctor is taught to do. He can't be held accountable for every patient who dies, of course.] By some incredible logic, the argument about process accountability appears to be this: 'Because we can't measure *outcomes* reliably, we'll measure process, which we *can* measure reliably.' Except that process ain't *related* to outcome, but who knows that?

"Somehow," Rosenshine continued, "this all reminds me of the drunk looking for a dime under the lightpost 'because the light is better here.' PBTE is playing the same game, only worse. The PBTE enthusiast's argument for listing teaching skills is now merely: 'We don't know how to build a pollution-free engine, so we'll train workers in the skills we think are necessary to build a pollution-free engine, and sure hope that someone else develops the engine.'"

Rosenshine, then, is worried about the criterion problem and the assessment problem, which I dealt with at some length in the first state of the

art paper. Turner at Indiana is still working on it, but two years later I can't see that much has been accomplished. Like Rosenshine, I fear (but I don't predict) that the PBTE movement will continue its current talking jag, without enough money and sweat spent on building the knowledge base that is absolutely necessary. Let me cite an example given by Rosenshine:

"Ten years ago at Stanford University there was a need to draw up a list of teaching skills which could be demonstrated," he says. "We had very little research upon which to base these skills, but because the list was needed, we drew them up and trained teachers to use these skills. Ten years later we have very little if any evidence on the usefulness of these performance skills for pupil growth. So today PBTE advocates are going to draw up long lists of skills, note that we have to start somewhere because there is so little research, and then do exactly as we have done for the last ten years. Ten years from now someone else will be drawing up the same list of skills which have no research base and will be giving exactly the same argument, 'We need to start somewhere!' My concern is whether we will be any better off two, three, or ten years from now in terms of knowledge which can help pupils."

All of which reminds me of a Mark Twain story told by Sydney Harris of the *Chicago Daily News*. Harris said that Twain was once asked--this must have been in 1910 or 1911--what he would do, if he were Secretary of the Navy, about the submarine menace. Twain promptly replied, "I would boil the ocean." "But Mr. Twain, how would you boil the ocean?" The venerable sage replied, "That's a mere administrative detail. Don't bother me with trivia when I have done the heavy thinking."

The heavy thinkers have told you that PBTE is the answer. Now it's up to you to work out the nasty administrative details.

6. IMPLICATIONS OF CBTE--HOW IT AFFECTS ME

Gail Young
Sam Smith
Robert Jones
Jack Gant

How will CBTE affect my job? How will it affect me? Will it change my role or my job description? How will it affect my students, my school or the agency that employs me?

These are real personal questions. They get to the heart of the CBTE concept. It is at this level that the success or failure of this program is found.

Four educators representing four different professional roles attempted to answer the above questions. Each educator was involved in the CBTE movement, but at different levels and with different degrees of involvement. These roles were:

The Teacher

The School Administrator

The University Faculty

The State Department of Public Instruction

The Teacher

Mrs. Gail Young is a talented early childhood teacher who is presently teaching in a creative early childhood team in Jackson County, North Carolina. She is a graduate intern in the Western Carolina University CBTE program. These are her comments.

CBTE and the Teacher

A beginning teacher just fresh out of college encountered some difficulties in his enthusiasm to make good with some new and imaginative teaching techniques. He sought the counsel of his father, an experienced teacher, who said to him, "Son, if a young man like you does not feel the urge to reform education overnight, he doesn't have professional zeal. But, if after 10 years he feels that education reform can be accomplished overnight, he doesn't have any sense!"

Like most beginning teachers I have great anticipations for the education system in our nation. I am ready and willing to experience new methods, materials, and programs to benefit our children in the learning process. But am I qualified enough to be able to differentiate between those methods that will be valuable to my students and those that would be less meaningful? I must be honest with you--after four years of studying and working for a teacher's background knowledge, I feel I graduated unprepared for today's

modern education trends. If I had not been able to follow up my undergraduate education with graduate work in a competency-based program, I really feel that I would have been very inadequate as a teacher, *especially* in relation to the open classroom.

My undergraduate work prepared me only to teach in a structured situation. In the college classroom we seldom discussed the skills that primary children need, such as rhyming words, consonant and blend sounds, vowels, re-grouping and the scope and sequence of these skills and how to go about teaching these in an individualized way. Individualized teaching was discussed in class, but I did not readily relate to this because of lack of enough participation in this type teaching. My college training would have led me to lean on all the teachers' manuals that come with children's textbooks and I would have had to keep all my children in the same books and on the same pages because of my lack of knowledge of the skills and how to teach them and because of my frustrations and insecurity. I am not saying that all of my frustrations and insecurity vanished because of joining Teacher Corps, but I certainly feel that the frustrations I have are being heard and dealt with in a positive way.

I've always felt that a valuable learning experience constitutes hard work and long hours, and Teacher Corps has been no exception! The modules we work through not only involve book learning, but the main goal of being able to demonstrate in the classroom the skills we learn. This way of learning competencies has been most rewarding for me. It is a well-known fact that people retain much more information and understanding about what they see and participate in rather than hear or read. I certainly feel that our colleges and universities should do all that is possible to adopt methods and programs such as the competency-based programs, where education students can practice their skills and put their knowledge into action in the classroom. This would reinforce the college students' learnings, build their confidence, and give them experiences with children. How can one better understand how to relate to and teach children than to get out and do it, and what a wonderful opportunity to be able to study methods of teaching, philosophy, and theories at the same time.

Competency-based teacher education has opened my eyes to what "could be" in our public schools if we teachers were willing to try our best and put our pupils first. Before I began working in the competency-based program, I had the attitude of "take or leave" individualized instruction and the other modern methods of teaching. It was such a new development in education I did not understand it, if it was going to take a lot of work on my own, I did not plan to try to understand it. While working in a competency-based program I have come to learn and realize what a valuable new concept individualized instruction is for a child and how the new teaching methods could be so much more beneficial for pupils rather than the structured methods of teaching. I began to learn through our module work and through actual classroom experience how to go about reaching and teaching a child on his own level. I admit it was most upsetting for

me to try and understand all of these new ideas and to put them into practice all at once, but gradually, through working in a competency-based program, I am learning to teach children most effectively in these new ways and I am building my own educational philosophy and gaining confidence in myself. Competency-based teacher education has been such a valuable and rewarding learning experience for me that I am very anxious for all teachers to be able to share in this. I believe that competency-based teacher education is the program that can best teach us teachers to be more aware of and responsive to the needs of children and to be more professionally skilled in teaching each one as an individual.

In closing I would like to say that through competency-based teacher education my team's Americanized open classroom has been flourishing, because we have been given the opportunity to develop the skills necessary for its success.

For the future of competency-based teacher education, open classroom, and other modern education trends which will be for the good of the child, I would like to read this poem:

"It takes a little courage and a little self control
And some grim determination, if you want to reach the goal.
It takes a deal of striving and a firm and stern-set chin,
No matter what the battle, if you really want to win.
There's no easy path to glory; there's no rosy road to fame.
Life, however we may view it, is no simple parlor game.
You must take a blow or give one; you must risk and you must lose,
And expect that in the struggle, you will suffer from the bruise.
But you musn't wince or falter; if a fight you once begin,
Be a man and face the battle--that's the only way to win."

The School Administrator

Mr. Sam Smith is the Assistant Superintendent of Instruction for the Haywood County Schools in North Carolina. He has been recognized for his instructional leadership in the Waynesville and Canton schools, as well as throughout North Carolina.

Mr. Smith was concerned with identifying significant features and implications of CBTE. In addition he raised several points of challenge. This is a summary of his remarks.

Significant Features and Implications

We cannot really separate CBTE and the year-long internship. CBTE assumes performance over a period of time with a master craftsman or master teacher. Our county has both CBTE and the internship training

program.

The year-long internship enables us to develop the type of teacher we want. We have assumed responsibility for the on-the-job development of staff members, as does industry. This permits us to be involved in identifying and developing the required skills and avoid the complaint that colleges and universities don't really prepare teachers.

CBTE provides the public schools with several assets. Here are a selected few.

CBTE provides a practical approach to differentiated staffing and team teaching. It provides a workable device for screening out undesirables and identifying those we need. It gives us a chance to look over prospects. The program lowers the attrition rate of first-year teachers. It provides an experimental model for prospective teachers to individualize instruction for kids. CBTE serves as a vehicle for staff development for other faculty as well as for the interns. It ties in well with tenure and teacher evaluation requirements. It increases the ability of teachers to direct and supervise the work of other adults. The program is a training ground for promotion. It individualizes instruction for teachers. This is what we've advocated for students for several years.

Points of Challenge

1. CBTE challenges the regulations limiting course work while on the job and the length of time in a college program.
2. It requires a liaison person to supervise. Someone who can represent both university and LEA interests.
3. The cost, currently being borne by the LEA, is covered by holding specific teacher training positions for employing interns. Two for the price of one. If it is to be the *modus operandi*, there should be arrangement for shared cost and, eventually, freedom from taking up regularly allotted positions.
4. Care should be taken that it does not become a "performance only" format. There should be theory and performance–just like learning to play a musical instrument.
5. Establishment of probedures for identifying and passing off competencies.

University Faculty

Dr. Robert Jones, Associate Professor at Appalachian State University, raised several important points concerning CBTE and its relation to the concerns of university faculty members. A summary of his presentation follows.

1. Competency-based educational approaches are not panaceas for all of our educational ills nor do they identify all learning needs. The language of input, output, implementation, entrance and exit behavior, systems approaches, and consequence and product criteria somehow sound highly impersonal and distant from the human relations act in which learning between human beings is embedded. Competency-based teacher education has arisen because of concerns for accountability and measurement. Research and measurement, however, must follow human judgment and not the reverse. The researcher, no less than the teacher, must follow his hunches. It seems that we are doing everything possible to eliminate the need for human judgment--the attempt has been to transfer judgmental responsibility to objective instruments.

2. The competency-based approach, when considered by itself, is not adequate to serve as the philosophical foundation for education. Competency-based education can serve, to a remarkable degree, in helping us refine academic objectives, in clarifying instructional processes, and in objectifying evaluation.

3. There is room for much diversity in higher education both now and in the future. The academic freedom implied in such diversity is perhaps a major safeguard for American universities. We must resist the temptation to become dogmatic as we search together for better approaches. Now is the time for greater cooperative efforts among education leaders.

4. Appalachian State University is now involved in a self-study in an effort to improve its educational program. We are, indeed, engaged in the task of identifying some of the competencies desirable for the students whom we prepare to teach and are searching for ways to promote their attainment in the learning process. The educational goals and programs at Appalachian State University will be unique and not a copy of goals and programs elsewhere. It is our present feeling that program development must evolve from, and be responsive to, the entire faculty involved.

5. Chancellor Wey, at Appalachian State University, and many others have insisted that we cannot wait for a ten-year period when every desirable teacher quality has been validated by research before altering our present programs. We must search for desirable qualities in teachers and build these into our teacher preparation programs.

6. I support the Resolution on Humanism in Education affirmed by the Association of Supervision and Curriculum Development.

"Vast expenditures of time, talent, and financial resources are currently being expanded everywhere

in the nation upon behavioral objectives--performance-based approaches to accountability.

Such preoccupation neglects the humanistic aspects of educational objectives and so dangerously distorts the thrusts of educational practice."

(ASCD, Resolution 14, March 20, 1973)

Appalachian State University maintains the position that humanistic approaches can be incorporated into our goals for teacher education. Our present efforts in this direction are inadequate. We must avoid the tendency to become too rigid and too structured in our competency-based programs.

7. A respected member of our Appalachian State University faculty raised the following question recently in a meeting focused on competency-based education: "Does the recent interest in 'competency' imply that all of our past efforts have been 'incompetent'?" Of course this implication is not warranted. And, of course, there is no certainty that future programs emerging from competency-based efforts will be any better than past efforts unless we exercise care for human beings and great judgment in our educational practices.

State Department of Public Instruction

Dr. Jack Gant has been closely associated with the CBTE movement in Florida. He is currently an active professional with the Florida Board of Regents. His presentation centered on several thought provoking issues and questions relating to CBTE and state educational agencies. Listed below are excerpts from his presentation.

1. What kind of legal framework needs to be provided?
   a. Approved program
   b. External evaluation such as NTE, etc.
   c. Standard courses
2. How do you determine competencies to be included and how do you validate them?
   a. Research related to pupil learning
   b. Research related to teacher performance
   c. Professional best judgment
3. How do you promote this change?
   a. Legislative mandate
   b. Board of Education mandate
   c. Permissive regulations

4. How do you coordinate at state level?
   a. High level official
   b. Coordinating council
   c. Particular divisions

5. How do you promote field-based preservice?
   a. Teacher centers
   b. Finding student teaching
   c. Portal schools

6. How do you continue to educate or maintain competency levels? How do you keep well meaning leaders from using CBTE movement as a means of eliminating tenure, rating teachers, or reducing staff?

7. How do you manage CBTE on campus?

8. How do you certify out-of-state candidates who did not finish CBTE programs?

9. How do you assess the competencies?

10. How do you get the needed staff development for state agency personnel to equip them to manage CBTE?

11. How do you get the needed technology for CBTE? This would include teaching materials, and assessment instruments.

12. How do you develop the collaboration at all levels--school, school districts, university, college, and state to make changes to CBTE a reality?

13. How do you reconcile the conflict in the different change strategies in the political, academic, behavioral science areas?

7. COMPETENCY-BASED TEACHER EDUCATION AND THE FIRST AMENDMENT: WHAT CBTE MEANS TO ME

William H. Cartwright

I am delighted to be able to attend this evangelical meeting. I have attended several of them beginning in my youth when many of the people in the congregation hit the sawdust trail when the evangelist finished. That particular element is somewhat missing here this evening, but I have attended others where it was very evident. One of my colleagues came home a few weeks ago from a similar meeting in Athens and said, "Well, you know these people have religion." I thought that statement over and decided that he was right. I have attended other meetings on CBTE, most recently in Chicago, where I heard several of the high priests of the new sect. I have read dozens of articles and three or four books that deal with competency-based teacher education, and I am thoroughly convinced in my mind that we are dealing with the new religious movement.

Now I want it clear at the outset that I am a true believer. How could one be opposed to competency-based teacher education? I began to learn competency-based teacher education in my first course in professional education under Wofford Miller, the author of the Miller Analogies Test, some thirty-eight years ago. One has to believe in competency-based teacher education. It is one of those common things that Moslems and Christians and Buddhists and Jews and Hindus and Confucians can get together on. There are some common elements to all religions. In ours, competency-based teacher education is a common element. As Harry Broudy suggested in the latest issue of the *Educational Forum,* if competency-based teacher education means anything, it has an opposite.[1] The opposite would be non-competency-based teacher education. That would mean that the majority of us in this group had been working at non-competency-based teacher education. To establish that, of course, would require that we draw up a list of the non-competencies that we have been trying to get our students to achieve.

I'm more serious than you think I am. I have no objection to the new sect. In a pluralistic society that believes in freedom of religion, old sects and new sects are encouraged. High priests are welcomed. They convert disciples who win further converts. This sort of activity on the part of most humans in most aspects of human life is a large part of the history of the race on all the continents and among all peoples. It is not anything to which I could object. I would have to support it. I have lived through in my career.

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[1] *"On the Way to the Forum."* **Educational Forum.** *37:261-262; No. 3. March 1973.*

which spans nearly forty years, a whole series of religious movements in education. I lived through the contract plan, the laboratory plan, the Morrison unit, and the Billet unit, and in more recent times, inquiry and structure, all of which were religious movements. A quarter of a century ago, we lived through a competency-based program that most people have now forgotten. With munificent support from the Kellog Foundation, the Cooperative Project in Educational Administration in the Southern region set out to prepare administrators through what they boasted of as a competency-based program--not the kind that we talk about in ordinary use of the language, but a new gospel such as we face today. The Southern region brought out a volume which listed the competencies that administrators must have, listed as some publications on CBTE list competencies--2.11, 2.33, 4.05. Only the older people in this audience could remember that faith. It did not last. On the other hand, faith in the normal business of competency-based teacher education is not new and will last.

What I have observed before and some of you have heard me say, in these mountains, is that in secondary and higher education (and teacher education belongs in part in those), we are indeed a primitive society. We do not have any certain knowledge. We progress in part through revelation, in part through faith, in part through advice from wise old men and women who get to be wise by getting old--such people as myself. There are those who think that I am a high priest in certain sects in education. I admit that I have tried to win disciples and have won some. I would not want my freedom interfered with any more than I would want the new high priests to have theirs interfered with.

I have in my hands one of the books I have read recently. I don't know if you can all see it. I don't know why it was written. It's about competency-based teacher education. Now a real expert in the business of measurement wrote one of the chapters; he was Fred McDonald. I would contend that if we are going to talk about knowledge as distinguished from revelation--going to talk about science--then we have to be able to measure. Nobody today even has claimed that we can measure much of teacher behavior. One does not measure in religion, but one measures when he talks about scientific knowledge. To have a real competency-based teacher education program, as the present high priests talk about it, we would have to be able to measure competency. As McDonald said under the heading "State of the Art," "The current state of the art of measuring teacher behavior can only be described as dismal. Seventy years of psychometric development in the science and art of measuring human behavior have had little effect on the measurement of teacher education behavior."[2] To me that makes all the rest of the book a

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[2]*Frederick J. McDonald. "Evaluation of Teaching Behavior." In W. Robert Houston and Robert B. Howsom, editors.* **Competency-Based Teacher Education: Progress, Problems, and Prospects.** *Chicago: Science Research Associates, 1972, p. 56.*

new testament not worth comparing with the one which I read in my youth. The only thing that I can find in the volume that refers to measurement suggests that we had 384 total objectives for the program; that is measurement. We arrive at that figure because we have a possibility of 128 modules and we can have six "average hours" per module.[3] There I get to something scientific. There is a great deal in the history of the race to help us determine what is an average hour. Anything else in this book that refers to measurement might be deduced from the cover design, which may or may not be an item from a Rorschach test. The latest book that has come to my attention that deals with this matter is entitled *The Power of Competency-Based Teacher Education.* What a title! Certainly nothing in that book can refer to measurement of power as we would measure nuclear power or electrical power or steam power or the power of an internal combustion engine. It reminds me, rather, of another kind of power about which we sang in my youth, "wonder working power." That has to do with religion, not with scientific knowledge.

We have some CBTE shrines in this country now. At least one of them will be represented tomorrow, and I have heard high priests from the other one of the two that I think of as the great shrines. I have not visited Lourdes, but I have read about it. I have visited the grotto at Montreal and seen the crutches left by cripples who went away well. And I do believe in healing by faith, if one has faith and has the right ailment. But I have also seen cripples limp away from the grotto on their crutches.

I heard a couple of the new high priests, as many of you did, in Chicago just a couple of months ago at the AACTE meeting, talk about this sort of thing. They did not talk in the same terms that some others do. (Dean Rosner was one; Bill Drummond was the other.) They both said this whole thing is in the state of flux. They said that we do not know how to measure; we are not sure what we are doing; CBTE is a great idea; we ought to be working with it and planning it and experimenting with it. I was the first person on the floor to ask Dean Rosner why, considering the position that they had just stated, he and Bill Drummond had not testified before education committees of state legislatures, before state boards of education, and state departments of education, pleading that this new religion should not be made into a new theocracy. They both said they had done exactly that. Dean Rosner said, indeed, he would be glad to send me a letter that he had written in Albany urging that the State keep out of this sort of thing.

My objection to this whole thing has nothing to do with the right, nay, the duty, of people of conviction, of faith, who have commitment, to following their commitment, to seek converts and disciples. As I said earlier, in

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[3]*Richard W. Burns. "The Central Notion: Explicit Objectives." In* **ibid.** *p. 26.*

large part this is the way the race has progressed. But unlike any of the many other religious movements in education, the dozens of them that I have lived through and studied as a historian of education, this one suddenly has the State behind it. And that is a new development in a free America that believes in the separation of church and state.

I contend that my first amendment rights are violated when the State of North Carolina or any other state suddenly adopts a new religion, less than five years old, for which there is no evidence that would convince anybody except in a religious manner. In that manner, I am convinced by much of it myself, but I never asked the state to enforce my sectarian religion. The First Amendment states that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." The Fourteenth Amendment has been construed to apply these prohibitions to the states. We have had many cases before the courts in the past twenty-five years that relate to the schools and religion. Most of them have involved only one or the other of these two clauses, the establishment clause and the free exercise clause. In this case, in my considered judgment, we have a violation of both of them. The State has indeed established a religion for which there is no evidence other than revelation and testimonials--testimonials such as you have heard today, such as you will hear tomorrow, such as you can read, and such as I heard in my youth in week after week of evangelical meetings. The State has not only established a new religion, it has abridged the free exercise of mine. And to those actions I object.

8. DESIGNING TEACHER EDUCATION PROGRAMS

Robert Houston

Dr. Robert Houston, Professor of Education at the University of Houston, a recognized leader in the development of CBTE programs, offered several meaningful suggestions to individuals interested in implementing CBTE. Dr. Houston's presentation entitled Designing Teacher Education Programs follows.

Specifying competencies to be achieved by persons engaged in the training program is but one stage in program design. The ten stages in the Program Design Process are outlined below.

1. Specify Programmatic Assumptions. Upon what assumptions or postulates is the program being designed? We assume many things about learning, about teaching, about society, about schools and education, about pupils, and about educators being trained. In this first step, these are made explicit. In addition, real or potential constraints are identified so they can be worked with and eliminated if they impair program effectiveness.

2. Identify Competencies. Basic and optional competencies are specified. Six approaches useful in this process are described in the next section. One or more of these approaches are used in program development.

3. Delineate Objectives. Competencies are expanded and made more specific as they are defined as observable and explicit objectives.

4. Indicate Criteria Levels and Assessment Modes for Objectives. In this stage, designers indicate the acceptable levels of performance and the modes through which they will be assessed.

5. Cluster and Order Objectives for Instruction. The first four stages are logically ordered, but this is not necessarily the most appropriate sequence for instruction. In this stage, designer should reorder objectives so that a developmental sequence leads to greater and greater competence as a teacher.

6. Design Instructional Strategies or Modules. Only after objectives are clearly delineated and evident does the designer stipulate instructional strategies for achieving them.

7. Organize a Management System. This includes identifying the roles and responsibilities of the various institutions and individuals involved in the training program. We assume that universities, schools, and professional organizations are involved in the training process. Institutional interrelationships should be clarified early in the

process so that all are represented in the total design process. But as the instructional strategies are stipulated, program designers will need to organize for field experiences, module delivery, student interaction, evaluation, micro-teaching, and a multitude of other programmatic needs.

8. Prototype Test Instructional System. This is typically done with either a small group of students who engage in a total PBE experience or larger numbers participating in course-oriented intermediate program aspects. It provides a trial for the program prior to broader implementation.

9. Evaluate Instructional Program. Evaluation includes at least four aspects: (1) To what extent are objectives relevant to the educational role being trained for? (2) To what extent are criteria levels and assessment modes appropriate? (3) To what extent do instructional strategies facilitate learner achievement of objectives? and (4) To what extent do organization and management practices facilitate objective achievement?

10. Refine Program. This includes modifying objectives as well as changing the instructional strategies and program organization and management to make them more useful. Continual refinement of every aspect of the program is characteristic of the systemic approach which undergirds most PBE programs. This occurs not only after the initial prototype test but during each subsequent cycle of the implementation process. PBE programs are never completely developed; they are always in the process of change based on feedback from previous experience.

COMPETENCY-BASED EDUCATION

Clear Explicit objectives
Stated in learner outcomes
Made public
Objectives set parameters for
  Instruction
  Assessment
Students held accountable for objectives
Program held accountable for facilitating achievement of objectives
Minimum performance established
Options are negotiable

DETERMINING COMPETENCIES

1. Course translation
2. Task analysis
3. Needs of school learner
4. Needs assessment
5. Theoretical construct
6. Cluster approach

9. THE WESTERN CAROLINA UNIVERSITY STORY: PERSONALIZING INSTRUCTION THROUGH COMPETENCY-BASED TEACHER EDUCATION

J. Michael Davis

Western North Carolina has taken a national and state leadership position by initiating an exciting personalized education program in four mountain school districts and at Western Carolina University. The University is located in the shadows of the Blue Ridge Parkway and the Smoky Mountain National Park.

This pilot program is designed to implement individualized instruction in four educational laboratories (Portal Schools) and in the Elementary Education Department at Western Carolina University.

The three major purposes of the program are:

1. To focus effective education processes on the individual student through *personalized instruction* for the aspiring teacher and public school students.

2. To develop the *Portal School* concept in the public schools. This represents a move from the traditional setting to the open-space classroom concept.

3. To implement an experimental *competency-based* teacher training program at the University.

In order to implement an effective personalized instruction program in the area of teacher training, a marriage took place--a marriage between the public schools and the university teacher education program. A mini-school was created in a neighboring school district where approximately 150 youngsters participated in a unique three-week experience. During this three-week period, over 50 teachers participated in an exciting teacher training program.

The teachers practiced many of the new teaching skills that would be necessary to work in an open-space classroom while the youngsters had the advantage of participating in many highly motivating activities.

Let us examine the first major purpose of the program: The *individual student.*

The Student

The main thrust of the instructional program is toward *personalizing instruction for the student* by using multi-age grouping, open-space instructional areas, diagnosing and prescribing methods, learning centers, scope and

sequence activities, independent study, learning activity packages, simulations, student contracts, team teaching, effective teaching strategies, discovery and inquiry teaching techniques.

Teachers demonstrate their efficiency with specific teaching skills that encourage personalized instruction. These skills include reinforcement, motivation, questioning, frames of reference, stimulus variation, controlling participation and closure.

Portal School

The second major purpose is the establishment of *portal schools*. Each portal school is designed to be a "port of entry" for *effective teaching techniques, new curricula, exciting learning arrangements,* and *protocol instructional materials* into the public school system. These approaches are being closely observed, evaluated, and disseminated to other schools throughout the state.

While the teachers and students were actively participating in the mini-school, school officials were involved in a remodeling campaign in each of the portal schools. Non-bearing support walls were removed between adjoining classrooms to accommodate for more space and movement. Traditional desks were substituted for tables, chairs and other furniture conducive to open space learning and activity centers.

At the end of the mini-school the teams arrived at the portal schools bringing with them newly acquired teaching competencies, imagination, enthusiasm, and team work. Soon the open classroom space began to take on a personality of its own. The teachers were confident in implementing personalized instruction and the students were the beneficiaries.

The faculty of each portal school is augmented by using differentiated teaching teams. These teams consist of lead teachers, regular teachers, Teacher Corps teachers, clinical professors, student teachers, paraprofessionals, community coordinators, county coordinators, and volunteers.

Team teaching recognizes and encourages individual differences among all participants. It also allows for flexibility and variation in the instructional program.

Volunteers

A very important element in the portal school is the active involvement of the parents and community resource people. Each school has an organized corps of volunteers which include parents, high school students, resource people, retired teachers, and even grandparents!

These people provide a great service by tutoring children in math and reading and by producing needed learning materials designed by the teachers.

The volunteers are recruited by the community coordinator in each school through questionnaires and personal screening. When selected for volunteer work, the volunteers are trained through county-wide and school workshops.

Inservice Training

Another major aspect of the portal school is the inservice training of regular teachers to the concept of personalized instruction. Approximately two-hundred regular teachers teaching in the portal school counties are participating in this inservice program. In addition, several one- and two-week workshops are being sponsored during the summer months for interested teachers in the areas of early childhood and personalizing education.

The structure of the inservice training program is very flexible and is based upon the individual needs of each school district. At the conclusion of the two-year period, over 120 training sessions will have been conducted. Sessions vary in duration, content, and learning activities. Participants choose the sessions they wish to attend from a wide variety of practical and relevant offerings. The teachers receive certification renewal units or college credit for actively participating.

Competency-Based Education

The last and probably the most challenging purpose of the program is to introduce Competency-Based Education. This program includes an experimental performance-based teacher training program which operates alongside the traditional teacher preparation program at Western Carolina University.

University faculty members should not be hypocrites. If public school teachers are asked to individualize, then the university should attempt to do likewise for the aspiring teachers.

This training program is self-pacing for the Teacher Corps Teachers and Lead Teachers. All course work is taken on-site. In other words, all course work is completed at the portal school with the assistance of the public school officials and several visiting clinical professors. Through competency-based education, the teachers and their students are participating in a personalized learning program.

Participants in the program work through learning modules which are subdivisions of large components of instruction. In this program specific performance criteria or teaching competencies are clearly defined. Then aspiring teachers and regular teachers attempt to successfully demonstrate specific competencies in order to be certified. Alternate ways are available to the learner to demonstrate his competency through the use of a variety of learning modules. Examples of modules include: practicing teaching skills in micro-teaching settings, personalizing instruction modules, making instruc-

tional materials, classroom management and control, reading and interaction analysis.

Educators in the program feel a sense of historical significance because they are on the cutting edge of education history for the State of North Carolina. They are, in essence, pioneers with a model of competency-based teacher education that may prove to have a tremendous impact on the education of teachers and children across the land.

Progress and success are due in large measure to the high motivation exemplary performance of the participants, and the cooperative efforts and contributions of the North Carolina Department of Public Instruction, the School of Education and Psychology at Western Carolina University, the four-county school districts of Haywood, Macon, Jackson, and Transylvania Counties and the Teacher Corps Program.

In summary, the goal of this program is to *personalize instruction for the aspiring teacher and his student* with a thrust towards individualizing instruction, establishing the portal school concept, and implementing competency-based education.

We are confident that if every teacher would provide a variety of learning opportunities for each student then learning becomes an exciting experience. Then every student becomes a winner.

10. PERSONALIZING INSTRUCTION FOR THE STUDENT AND THE TEACHER: THE LEARNING MODULE

Madge Stillwell

This is the introduction that Mrs. Madge Stillwell gave to the symposium participants who were interested in observing CBTE in action. Three different teams from three portal schools demonstrated CBTE and P. I. with the use of children, teacher-made materials, teachers and learning modules.

Good morning ladies and gentlemen: I'm Madge Stillwell, a Teacher Corps Teacher from Sylva Elementary School. I came here today with my lead teacher, Mrs. Louise Burrell, and eleven of our students to explain and demonstrate two aspects of competency-based education. Our other team member, Mrs. Gail Young, who spoke to you last night, is back in Sylva with the other forty children in our learning center.

Teacher Corps Teachers at Western Carolina complete their course work through learning modules. A learning module is a set of learning activities intended to help the learner achieve certain objectives.

After our initial training period last summer, our team was given a list of modules from which we could select according to our individual needs. Our team chose to work on various modules together in relation to our needs in a teaming situation. We were expected to pass a total of thirty-one modules for the year, twenty-five of which we have completed.

Each module begins with an *overview,* which is a short summary of what will be found in the module. Next, the *terminal objective,* or main goal of the module is stated. Third, we see the *enabling objectives* or the objectives we are to complete in order to achieve the terminal objective. The fourth section of the module is *pre-assessment,* which we can request if we feel competent in the enabling objectives. If we feel the need to study further before we attempt the evaluation, we have the option to go through any or all of the listed *enabling activities.* Sometimes our supervisor gives us materials in packets, or we may obtain the material from a central location in the school. Usually we study any or all of the enabling activities individually and then review them together as a team. After we have reviewed to our own satisfaction the material contained in the module, we are evaluated. On each module, we are evaluated on both our performance and our factual knowledge of the subject. Either our university supervisor or our lead teacher checks us out on the necessary skills. If, after being evaluated, it is still felt that we have not mastered the required objectives, we are *recycled.* In other words, we work through the enabling activities and are evaluated in some other way until we are competent in the terminal objective of the module.

For our demonstration today, we have chosen two modules--learning

centers and teacher-made materials. It was somewhat hard to narrow our choice to two modules, because we are constantly using the skills we have acquired from each module and they have become interrelated. In our center we are striving toward the open-classroom concept and individualized instruction. The modules we are working through are developing the needed skills.

Our multi-age learning area contains children from six to nine years of age and consists of many learning centers. Some of them are:

Creative Writing Center
Listening Centers
Language Arts Skills Centers
Game Center
Exploratory Math Center
Science
Art
Social Studies
Reading Center
Music Carpentry
Dramatics Center

The teachers in our centers believe that every child should be allowed to progress at his own rate. This way, we hope that our children will not become frustrated by "not passing" or stifled by not being challenged.

Let us go through a typical day with one of our students. Steve comes into the room around 8:00 and goes straight to work. He has no reason to wait for his teacher to make his daily assignment because he already knows exactly what is required of him. Each day Steve is expected to work in his language arts skills kit, do some math work, and to read one story. Also he is expected to work in the creative writing center at least three times each week and to keep up with his assigned work in the listening centers. In the listening centers, we have several different listening activities which the children work through at their own rate. Also, we pull additional work to reinforce the skills already introduced. Aside from the skills area, we have a reading center where the children are free to go and read at anytime. Also every day at 2:00, every one reads for thirty minutes–including the teachers.

Steve is given the freedom to work on science and social studies at his own rate also, but this is done over a longer period of time. Once a child decides to start work in a certain center, he is expected to complete it before starting something new.

When a new unit is introduced, it is explained to the students exactly what is expected and when it is due. Centers such as music, art, reading, carpentry, and dramatics are open all of the time–with the children responsible for budgeting their own time in these centers. In all centers students may

work on self-initiated projects. We use various types of contracts to achieve the desired results. The children in our center are learning responsibility by learning to work independently and use their time wisely.

This is important to my teammates and me because even when we were in college, we were told exactly what to do and when to do it, with no allowance for our individual needs or interests.

In setting up our learning centers, we had to go through certain steps such as deciding our objectives. That is, what do we want to teach? After deciding what to teach, we need to think of this in terms of different centers, and then establish the *central* purpose for each center and from there decide the *specific purposes* for each level, activity or content area.

The second big step is deciding what we will teach and how.

The third step is deciding how will the center operate. In deciding this we need to think of the introduction to a center and directions for the use of the center in order to condition the student. The *procedures* for each activity should be *well-defined.*

After these centers have been in operation for a day or two, we, along with the children, evaluate their use. In this evaluation we consider several things.

1. Is it achieving its purpose?
2. Are the children able to function in it?
3. Are there any desired changes? If so, we immediately make what changes we feel necessary.

In our learning centers, we use many teacher-made materials. We have brought a sampling of these materials which represent many long and hard hours of work, mostly done outside regular school hours. We have found that we like our teacher-made materials better than those we buy, but cost is not the only reason. We know our children's needs and interests and can make up our own version of games or kits. These games and kits are designed for specific teaching purposes, such as the teaching of contractions and the development of oral and written language.

QUESTIONS

For the next few minutes we would like you to observe our miniature centers in operation. The centers we have set up are creative writing, language art skills, games, science, and math. Please keep in mind the materials in these centers are only samplings of our regular classroom centers. If you observe closely, not only will you see the learning center and teacher-made material module, but parts of peer teaching, conditioning to routines, record keeping, and teacher-made programmed instruction--to mention only a few. After

observing for several minutes, please feel free to come up and look closely at the materials in use and ask the children or us anything you wish.

11. EXEMPLARY CBTE MODELS

J. Michael Davis

In addition to Western Carolina University, there are several exemplary CBTE models in the United States. It was the intent of the symposium planners to invite selected universities with pilot CBTE programs that would be relevant to the needs of participants from the Southeast. These programs are:

Livingston State University

East Tennessee State University

Weber State College

University of Georgia

Livingston State University

Livingston State University, a member of the Consortium of Southern Colleges, was one of the first teacher training institutions to begin the implementation of CBTE. Faculty members in the department of education focused their attention on preparing competent teachers in the areas of teaching and interactive skills. Competencies were identified within the parameters of interactive skills. Preservice teachers went through several micro-teaching and reteaching experiences.

The teaching and interactive skills were:

1. Establishing Readiness
2. Presentation
3. Reinforcement
4. Repetition
5. Accepts Feelings and Ideas
6. Questioning Skills
7. Variety in Presentation
8. Awareness Skills
9. Prompting
10. Use of Examples
11. Summarization

East Tennessee State University

East Tennessee State University has instituted a pilot CBTE program which is uniquely combined with an IGE (Individually Guided Education) model. IGE is a model for the elementary school of the future. It is an

inservice program that leads to an individualized program at the elementary school level. It is supported by IDEA.

The essential elements of the ETSU Competency-Based Teacher Education design are:

1. The elimination of traditional courses, grades, and credits.
2. The use of behavioral objectives.
3. The use of modules, clusters, and components.
4. The implementing of field-centered experiences.
   a. Freshmen/Sophomores: introduction to education, 3-6 hours per week as a teacher aide
   b. Sophomore: psychological foundations, case studies, and tutoring
   c. Juniors: micro-teaching, mini-courses, and unit teaching in methods components
   d. Seniors: one semester or year-long internships
5. Identifying specific Portal Schools (demonstration schools)
6. Developing over twenty-two components which are sub-divided into approximately 342 modules. Some of these components are:

   Micro-teaching
   Internship
   Psychology
   Foundations of Education
   Community-Based Education
   Mathematics Methods
   Social Studies Methods
   Reading
   Children's Literature
   American History
   Algebra for Elementary Teachers
   General Science
   Early Childhood
   International Communications
   English Grammar
   Geometry for Elementary Teachers
   Physical Science
   Geography
   Economics for Elementary Teachers
   Supervision
   Evaluation
   Research

Weber State College

One of the best summaries of the Weber State CBTE program was written by Dr. Caseel D. Burke, Dean of the School of Education, Weber State College. Here are excerpts from his article in the April 1973 PBTE newsletter.

> The Individualized, Performance-Based Teacher Education System (IPT) at Weber State College, in operation since September 1970, is the result of faculty effort to put together into a total system all the elements believed necessary and desirable in the professional component for preparing elementary and secondary school teachers. The general objective for each student is to acquire the skills, understandings, and attitudes considered necessary to successful teaching; and the student approaches this task by working through a series of learning modules called "WILKITs" (Weber Individualized Learning Kits). Each module deals with a single concept or skill and may involve from about 15 to 40 clock hours for completion.
>
> Each WILKIT is defined by its title, has its objectives stated in behavioral terms, describes the level of performance expected, suggests a variety of learning experiences for achieving the objectives, and identifies the nature of the final assessment or checkout. Basic credit organization consists of course blocks of from 3 to 6 quarter hours of credit. The WILKITs within each block vary in number, length, and content. Many of the modules are completed by both elementary and secondary teacher candidates; others are specific to the particular field. Students in secondary education complete about 25 WILKITs; those in elementary education complete about 40.
>
> Registration, as usual, takes place at the beginning of each quarter; however, individual WILKITs and blocks of credit may be completed at any time. "Credit" is the only grade given for completion. Unsuccessful assessment within a WILKIT results in "recycling." An uncompleted course at the end of a quarter appears without credit on the student's transcript. Reregistration is required to finish an uncompleted course.
>
> Students usually begin their laboratory experiences in the public schools during their sophomore year. By the time they are ready for student teaching, they have had approximately 60 clock hours in the schools, assisting as aides and tutors, and in giving lessons. These laboratory activities are directed toward specific purposes, and most arise from assignments in particular WILKITs. Student teaching is a full-time experience and ordinarily lasts for the regular quarter. More and more this is being done in team arrangements at "Practicum Centers" within selected schools. Based on requests from school districts, some students take a year internship in lieu of the student

teaching quarter. After student teaching, the candidate completes a final 5 quarter-hour credit block in synthesis of the teacher education program. Here further refinements or explorations are made by the student in view of his identified needs.

Human relations training is basic to the IPT and formally begins with an "Interaction Laboratory" as the first course of the professional sequence, usually in the sophomore year. In the "laboratory" approximately 16 students, with a faculty member as trainer, spend 40 clock hours in developing skills in basic communication, group interaction, interpersonal relationships, and professional problems. The laboratory usually is scheduled over a 3- or 6-week period with one or two of the twenty-five 90-minute exercises being held each day. The learning pattern includes participation in direct and contrived exercises followed by exploratory discussion. Several WILKITs such as "Self-Concept," "Tutoring," and "Group Processes," along with student teaching, reinforce the interaction laboratory, as do many of the assignments and processes within individual WILKITs.

University of Georgia

Dr. Gil Shearon, Professor and Chairman, Department of Elementary Education at the University of Georgia, has been instrumental in the establishment of portal schools, which are an integral part of CBTE. Here is his article from the PBTE newsletter that explains this relationship.

The University of Georgia's competency-based portal school component consists of 14 portal schools. Each school has a full-time university coordinator whose responsibility is coordinating all teacher training activities that take place in the portal school. He is also responsible for designing ways and means for involving the administration and staff of the school as an equal partner in the teacher training process. Each coordinator has a team of university specialists (e.g., reading, physical education, etc.) who work with him. These specialists are concerned with the preservice training program and the inservice program within the portal school. There are approximately 25 preservice students assigned to each protal school. Some of these students are observing and participating, while others are working directly with pupils. Other students might be engaged as interns in full-time teaching.

Generally the preservice professional program focuses on students acquiring and demonstrating those competencies thought to promote learning, although there are instances where students are required to promote pupil learning directly. The program allots time for acquiring knowledge of content and methodology and activities with pupils in portal schools.

During Phase I of a student's preservice training, he spends the

majority of his time acquiring knowledge of content and methodology. Part of the learning experiences designed to acquire this knowledge involves acquiring knowledge about teaching methods.

Phase II begins to concern itself with specific teaching competencies. Students become actively involved in portal school classrooms during this phase by performing non-instructional activities. These activities are not necessarily competencies to be developed but instead are assumed to be activities that teachers are engaged in.

During Phase III, students continue to work in the school as instructional aides to the staff. Again this provides service to the school and insures a familiar environment.

Phase IV provides opportunities for students to practice and demonstrate competencies in unstructured situations where students are involved in the everyday activities of the school. They practice and demonstrate competencies as situations arise.

12. QUESTIONS AND ANSWERS

J. P. Freeman

Numerous questions have been frequently raised from various sources regarding the competency-based teacher education program. The Division of Teacher Education has compiled a list of questions and answers pertaining to this vital topic.

It should not be assumed that the list covers every area of the program. The questions are stated as they have been raised and no attempt has been made to refine or cut out overlapping questions.

1. Question: How is the competency-based program (CBTE) defined?

   Answer: The CBTE is defined as an approach to teacher education which specifies that teachers must be able to demonstrate their ability to promote desirable learning among pupils and/or exhibit those behaviors assumed to promote pupil learning in classroom situations. The teaching behaviors assumed to promote learning are called teacher competencies. Thus, teacher competencies are performances that the teacher is expected to demonstrate.

2. Question: Is the competency-based program replacing the approved program concept?

   Answer: No. The competency program is an extension or expansion of the approved program; it adds new elements and emphases.

3. Question: What is the major emphasis in the program which extends or expands the approved program?

   Answer: There is a special focus on evaluation and assessment with the objective of assisting students and curricula programs to achieve maximum educational effectiveness. This means that the curricula must be conceptualized on the basis of pre-determined goals, objectives or competencies that are role derived. It further means that whatever the curriculum for a particular program is determined to be, it must be flexible enough to accommodate students on an individual basis as determined through assessment procedures.

4. Question: When did the emphasis on the competency approach begin in the State?

   Answer: The program emphasis began with the 1972-73 school year and each institution expecting to continue with approved programs must maintain continuing efforts to move in the

competnecy direction. While no date for full implementation has been identified, it is the thinking that a period of five or six years should be adequate.

5. Question: Does the competency-based program provide for individualized instruction?

Answer: When justified the program should provide a student the opportunity to engage in an individualized instructional program.

6. Question: A competency-based program claims individualization, and yet each student is expected to achieve the same program goals and objectives. Is this consistent?

Answer: It is true that the competency-based program allows the student the opportunity to engage in an individualized instructional program. However, it does not espouse an individualized outcome. If each student were allowed "to do his own thing" without regard to goals or objectives, then it might not be necessary to have any program at all.

7. Question: How does the rigor of the program compare with traditional programs?

Answer: The total program has more rigor than programs in the past. The focus of the whole program is on preparing the prospective teacher in such a manner as to make him a competent teacher. In the academic component, the objective is to give the teacher a broad, well-rounded education including depth in some academic specialization (e.g., the program suggests that for the prospective elementary teacher up to 80 percent of his degree program should be devoted to this phase of preparation). In both the academic and professional education components, the goals and objectives, including minimum levels of performance, are clearly spelled out and made known to students in advance.

8. Question: What are the advantages of the competency-based program?

Answer: Among the most promising advantages are its attention to individual abilities and needs; its focus on goals and objectives; its efficiency, enhanced by the use of feedback; its emphasis on a field-centered approach; and its student and program accountability features.

9. Question: What does the emphasis on a field-centered approach imply?

Answer: The emphasis on a field-centered approach assumes that preparing institutions and local education agencies will

develop and maintain a more extensive and intimate relationship in planning, implementing and evaluating teacher education programs.

10. Question: Does the program require institutions to provide percentages of preparation in the various components of the teacher's preparation?

Answer: Yes. In order for an institution to meet the approved program requirements it must provide a curriculum as suggested by the State Guidelines. However, students (through evaluation procedures) may be required to take less or more formal preparation than prescribed by the State Guidelines.

11. Question: How is the state catalog of competencies to be utilized in developing programs on the campus?

Answer: The competencies and guidelines should be interpreted as being directional rather than prescriptive. They should serve as the guide in the development of program goals and objectives. It is assumed that the competencies and guidelines will be revised on the basis of information gained through experience.

12. Question: What is the immediate step in moving toward the competency-based program?

Answer: Institutions preparing teachers should begin immediately to: (1) develop program goals and objectives in terms of the State's catalog of competencies and (2) develop the criteria to be employed in assessing the competencies. Simultaneously, there should be a hard look at the current content of the prospective teacher's preparation program with the objective of making sure the content is relevant to the specified goals and objectives.

13. Question: Is the competency program self-corrective?

Answer: The program must seek and respond to feedback from the users of the system.

14. Question: What areas of preparation does the competency-based program mandate?

Answer: Specific competencies must include the preparation necessary for developing a well-educated person who is knowledgeable in the subject area to be certified and who can work with children in ways that will promote learning. In other words, the program mandates three components of preparation for the teacher as follows: general education,

specialization area, and professional education.

15. Question: In converting to the competency emphasis, is it mandatory that the total curriculum be converted at one time?

Answer: No. The conversion may be done involving the total curriculum or it may be done on a course-by-course basis. Whatever plan is used, a close look at course objectives and content should be of immediate concern.

16. Question: What is involved in the exit policies of the institution?

Answer: The exit policies must focus on procedures that make it possible for the institution to predict "competency to teach" on the part of a prospective teacher.

17. Question: How is the program administered by the State?

Answer: The program will be administered under the approved program process and procedures. The overall objective of the program is to identify persons and institutions whose competency warrants public confidence.

13. SUGGESTED RESOURCES

J. Michael Davis

Students of competency-based teacher education need to carefully examine the wide variety of resources available to them. This examination should not precede the review of their program and individual needs. Too many departments or colleges try to duplicate specific models that may not satisfy their particular needs. After identifying the specific goals and objectives of your new program, you may wish to locate useful material.

After being totally immersed in Competency-Based Teacher Education for one and a half years, our staff has examined numerous materials and resources. The resources we have found to be most helpful are listed under Sources of Module Materials and Resource Materials (found on the next page). We have made several video tapes and slide tape productions that have proven to be very informative. These are found under Audiovisual Materials. Several edited competency lists which may be useful follow.

Specific competency lists, module development handbooks, samples of learning modules, and names of professional consultants will be furnished upon special request. Contact the editor of this publication for additional information or materials.

SOURCES OF MODULE MATERIALS

B.Y.U. MATERIALS
Brigham Young University
Department of Home Study
Salt Lake City, Utah

FLORIDA B-2 MODULES
Panhandle Area Educational Cooperative
Box 190
Chipley, Florida

THE FLORIDA CATALOG OF TEACHER COMPETENCIES
Panhandle Area Educational Cooperative
Box 190
Chipley, Florida

FLORIDA MIDDLE SCHOOL MODULE
Panhandle Area Educational Cooperative
Box 190
Chipley, Florida

GEORGIA EDUCATIONAL MODELS
College of Education
University of Georgia
Athens, Georgia

LIVINGSTON STATE UNIVERSITY MODULE
School of Education
Livingston State University
Livingston, Alabama

NORTHWEST REGIONAL LABORATORY
500 Lindsey Building
710 S. W. Second Ave.
Portland, Oregon

SOUTHERN CONSORTIUM MODULE
North Carolina Central University
Durham, North Carolina

SOUTHWEST MINNESOTA MODULE
College of Education
Southwest Minnesota State College
Marshall, Minnesota

STATE UNIVERSITY COLLEGE AT BUFFALO MODULE
College of Education
State University College at Buffalo
Buffalo, New York

TOLEDO CBTE MODULE
College of Education
University of Toledo
Toledo, Ohio

UNIVERSITY OF HOUSTON MODULE
Teacher Corps
University of Houston
Houston, Texas

WEBER STATE WILKIT
School of Education
Weber State College
Ogden, Utah

WESTERN CAROLINA UNIVERSITY MODULE
Western Carolina University
Cullowhee, North Carolina

WESTERN WASHINGTON MODULE
College of Education
Western Washington State College
Bellingham, Washington

RESOURCE MATERIALS

Learning Module Development: An Introduction
Davis and DelForge
Western Carolina University

How to Write a Module
Davis and DelForge
Western Carolina University

Handbook for the Development of Instructional Modules
Arends, Maslo and Weber
Syracuse and Buffalo University

Developing Instructional Modules
Houston, Hollis, Jones, Edwards, Pace and Wilcox
University of Houston

Performance-Based Teacher Education: An Annotated Bibliography
AACTE
Washington, D. C.

A Catalog of Teacher Competencies - A Working Document
Dodl and others
Florida State University

Materials for Modules
Joyce and others
Columbia University

Resources for Competency-Based Education
Houston and others
Bureau of Teacher Education
State Education Department
Albany, New York

AUDIO VISUAL MATERIALS

Personalizing Education for Teachers and Their Students
(A slide tape production that clearly illustrates the W.C.U. program, which has portal schools, personalized instruction, and competency-based education.)

Michael Davis, Western Carolina University

A Learner Going Through CBTE
(An informative video tape production of a student working through a module. Includes a brief summary of CBTE, module format and a variety of learning activities.)

Clarence DelForge, Michael Davis, and Chris Martin

How Does a Faculty Identify Competencies?
(A video tape production illustrating how faculty members and departments should plan to identify specific competencies. In the production phase.)

Clarence DelForge and Michael Davis

How Does a Faculty Implement CBTE?
(A video tape production focusing on the development and initiation stages of implementing an CBTE program)

Clarence DelForge and Michael Davis

The Morningstar Story: Every Child a Winner
(A slide tape presentation illustrating how a small rural school has implemented personalized instruction, open classrooms, and team teaching.)

Chris Martin

The Fairview School Story
(A slide tape production of a large elementary school (K-6) that is implementing personalized educational programs through large teaching teams and Portal School concepts.)

Chris Martin

The Pisgah Forest School Story

(A K through 6 elementary school that is personalizing instruction with the use of multi-age grouping, three teaching teams, and the use of volunteers.)

Chris Martin

COMPETENCY AND COMPONENT LISTS

Several institutions and programs have wrestled with the task of identifying competencies for their particular needs. Listed below are a selected group of these lists.

Western Carolina University · School of Education and Psychology

Personal and Social Competencies
Competency in Teaching Techniques and Methods
Knowledge and Use of Subject Content and Materials
Classroom Management and Control of Pupil Behavior
Interaction with Staff Members, Parents and Other Adults
Contributing Members of a Professional School Staff

Western Carolina University Competency-Based Teacher Education Program

Personalizing Instruction
Teaching Techniques and Skills
Curriculum, Methods and Materials
Classroom Management and Control
Professional Sensitivity
Teaching Objectives and Goals
Child Development
Social and Cultural Foundations
Subject Areas--Science, Math, Language Arts, Social Sciences

Florida Catalog of Teacher Competencies (Single Index System)

Assessment Procedures
Attitude Formation
Audiovisual Aids
Classroom Environment
Classroom Management
Concept Development
Community Resources
Diagnosis
Directions
Discipline
Discussions
Evaluation
Reinforcement
Goals, Aims, Objectives
Human Relations
Individualized Instruction
Inductive Teaching/Problem Solving
Large Group
Learning Centers
Lecture/Presentation of Information
Materials, Activities, Lessons
Motivation
Organization
Parent-Teacher Relations
Planning
Procedures/Routines
Professionalism
Programmed Instruction/Computer-assisted Instruction
Pupil Teacher Relations
Pupil-Pupil Relations
Questioning/Responding
Records/Reports/Conferences
Review/Summary
Self-concept
Small Group
Teacher-Teacher Relations
Test Construction
Valuing

Florida Teacher Behavior

Assessing and Evaluating Student Behavior
Planning Instruction
Conducting and Implementing Instruction

Performing Administrative Duties
Communicating and Interacting
Developing Personal Skills
Developing Pupil Self

Weber State College - Secondary Education Requirements (WILKITS)

Introductory Field Experience
Fundamental Skills for Teachers
Theoretical Foundations
Instructional Skills
Teaching Practicum
Synthesis of the Secondary Program

Teacher Competencies - Multi-State Consortium of PBTE

The Teacher and Students: Designing and Evaluating
Diagnosis and Evaluation
Organizing Classroom
Goals and Objectives
Planning
The Teacher and Students: Interaction
Communication
Instruction
Management
Interpersonal
Evaluation
The Professional Teacher
Self-Improvement
Colleagues and Other Professionals

Exit Criteria for Teacher Education Graduates - North Carolina Department of Public Instruction

Guideline 1 - Application of Academic and Professional Knowledge
Possesses a Broad Knowledge of the Humanities, Arts and Sciences
Demonstrates Knowledge of the Content, Terminology and Major Concepts of the Area of Specialization
Understands Child and Adolescent Development as Related to the Age Group Being Taught
Utilizes Methods, Materials and Strategies Appropriate for the Particular Setting
Demonstrates Knowledge of Curriculum Appropriate for Grade Level or Subject Being Taught
Guideline 2 - Classroom Control
Demonstrates Skill in Planning and Developing Learning Environments Conducive to Learning
Demonstrates Skill in Analyzing and Evaluating the Teaching-Learning Situation
Involves Students Actively in Planning and Management Activities
Exhibits Self-confidence in Ability to Direct and Control the Classroom Situation
Demonstrates Competence in Meeting Individual Learner Needs
Guideline 3 - Expertise in the Area of Human Relations
Works Cooperatively and in Harmony with Peers, Supervisory and Administrative Personnel

- Demonstrates the Ability to Recognize and Deal Effectively with Biases, Prejudices and Discrimination
- Gives Genuine Consideration to Constructive Criticism
- Exhibits Skill in Initiating and Guiding Group Behavior with the Objective of Maximizing Both Individual and Group Successes
- Demonstrates the Ability to Effectively Deal With Parents and the General Public

Guideline 4 - Professional Attributes

- Exhibits Initiative, Vision and Originality in the Performance of Professional Tasks
- Demonstrates Loyalty to and the Ethics of the Profession
- Exhibits Habits and Attitudes That Promote Continuous Professional Development
- Displays the Ability to Adapt to Differing Demands and Situations
- Demonstrates Dependability and Readily Assues Job-related Responsibilities

Guideline 5 - Personal and Social Characteristics

- Exhibits Self-control, Poise and Emotional Stability
- Reflects Humanistic Qualities That Promote Student Learning, Including Sensitivity to Student Expressions, Desires and Needs
- Exercises Good Taste in Dress and Grooming Attire
- Utilizes Speech Habits and Language Patterns Appropriate for the Teaching-Learning Situation
- Exhibits Vitality and Enthusiasm

DISTINGUISHED ACHIEVEMENT AWARDS

WESTERN CAROLINA UNIVERSITY

1974 ENTRY

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PERSONALIZING INSTRUCTION THROUGH COMPETENCY-BASED TEACHER EDUCATION

Program Summary

Personalizing Instruction Through Competency-Based Teacher Education is the goal of an exciting teacher preparation program in Western North Carolina. The success of the program is due in large measure to the cooperative efforts of Western Carolina University, a regional university, and four rural mountain school districts located in the shadows of the Smoky Mountains.

The pilot program is designed to implement individualized instruction for the prospective teacher (Competency-Based Teacher Education Model) and public school children (Personalized Instruction Model). In order to implement the CBTE and the P.I. models a marriage took place--a marriage between the School of Education and Psychology and the Haywood, Macon, Jackson and Transylvania school districts. Each school district identified one school to be designated as a Portal School. The school became a "port of entry" for effective teaching techniques, new curricula, exciting learning arrangements and protocol instructional materials.

Students participate in an individualized learning program while aspiring teachers complete their teacher training competencies through knowledge and performance levels at the Portal Schools. The children work in open space instructional areas which utilizes diagnosing and prescribing methods, scope and sequence activities, learning centers, learning activity packages and contracts. Teachers demonstrate their competencies with specific teaching skills which include: motivation, reinforcement, producing instruction materials, and personalizing instruction. All competencies are completed on-site with the assistance of clinical professors.

Two very supportive elements of the pilot program are:

1. using volunteers to tutor children in math and reading skills and producing instructional materials for individualizing.

2. providing effective inservice training for other teachers interested in individualizing instruction - emphasis is placed on demonstrations and instructional material production sessions.

This program is serving as a pilot program in North Carolina. Progress is due in large measure to the high motivation and exemplary performance of the participants and the cooperative efforts and contributions of the North Carolina Department of Public Instruction.

PERSONALIZING INSTRUCTION THROUGH CBTE

A Comprehensive Explanation and Analysis of the Program in the Form of a Case Study

Introduction

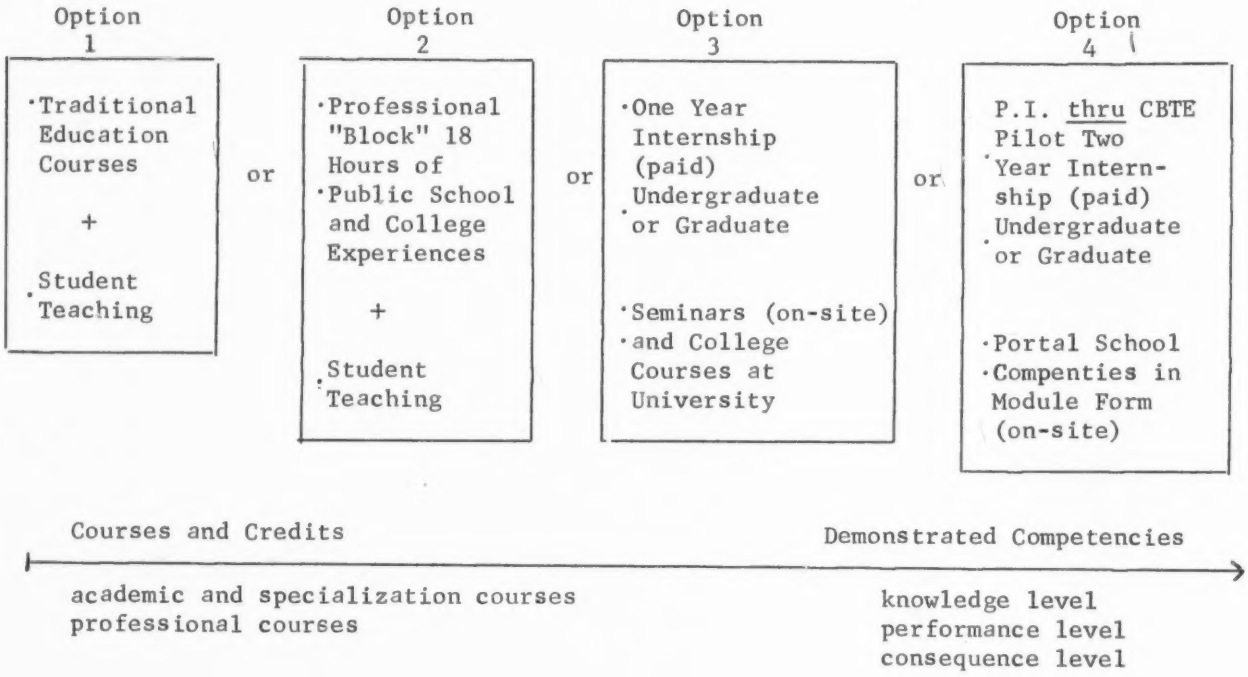
Individualizing instruction for our school children has been the goal of many college educators. College instruction, learning experiences for prospective teachers and inservice training programs for teachers have been initiated to accomplish this important goal. Yet, numerous institutions who advocate individualized instruction and open classrooms in the public school sector have not implemented the same concepts into their teacher training program. It is the basic intent of the new Western Carolina University teacher training program to provide an opportunity to breakthrough this hypocritic barrier.

Focus should really be on the individual student and providing him with the opportunity to make important choices that will directly influence his education. This should apply to both the prospective teacher and the school child when an individualized instruction program is advocated. Under the Western Carolina University program, the school child participates in a personalized learning program, while the aspiring teacher (college student) may choose to participate in a CBTE program.

The Western Carolina University teacher training program provides for different learning opportunities. Aspiring teachers have the option to choose from a variety of experiences. These experiences range from the traditional teacher training program to a pilot CBTE program that utilizes paid internships, portal schools, on-site competencies in module form, and new curriculas. Since people learn best through different activities and methods, an aspiring teacher may choose from a variety of learning experiences to complete his training program.

Illustration I presents a capsule overview of the variety of opportunities that are available to prospective teachers who qualify for entrance into the professional training phase.

Illustration I - The Variety of Teacher Preparation Opportunities: An Overview



Personalizing Instruction Through CBTE

It is the intent of the Western Carolina University School of Education and Psychology faculty to submit this program as our entry for the 1974 Distinguished Achievement Awards. This program provides vivid evidence what the cooperative efforts of four rural mountain school districts and a regional university can accomplish. Meaningful educational change is quite visible in the instructional programs of the respective schools and the University. Change is also evident in the teaching performances of teachers and professors. Because of these changes, the student (teacher and child) have become recipients of a personalized instructional program.

Personalizing Instruction through CBTE is one of the goals of the Western Carolina University teacher training program. A clearer picture of this teacher preparation model is evident when you briefly review our experimental or pilot model (number 4 in Illustration I) that has been operational for almost two years. It is serving as a pilot CBTE program in North Carolina and has been recognized regionally as a pioneer in its field. (Refer to the attached brochure entitled, Personalizing Education: Focusing on the Individual Student.)

The three major purposes of the program are:

1. To focus effective education processes on the individual student through personalized instruction for the aspiring teacher and public school students.
2. To develop the portal school concept in the public schools. This represents a move from the traditional setting to the open-space classroom concept.
3. To implement an experimental competency-based teacher training program at the University.

In order to implement an effective Personalized Instruction program through CBTE in the area of teacher training, a marriage took place--a marriage between the public schools and the university teacher education program. The public school children are recipients of personalized learning and the prospective teacher is a participant in an individualized CBTE program under this arrangement.

Let us briefly review five important ingredients that are necessary for this successful "educational marriage."

The Student

The main thrust of the instructional program is toward personalizing instruction for the student by using multi-age grouping, open-space instructional

areas, diagnosing and prescribing methods, learning centers, scope and sequence activities, independent study, learning activity packages, simulations, student contracts, team teaching, effective teaching strategies, discovery and inquiry teaching techniques.

Teachers demonstrate their efficiency with specific teaching skills that encourage personalized instruction. This is done through video taping, audio taping or observing micro-teaching or actual teaching practices in the classrooms. These skills include reinforcement, motivation, questioning, frames of reference, stimulus variation, controlling participation and closure.

Portal School

The second major purpose of the program is the establishment of four portal schools in four rural mountain school districts. Each portal school is designed to be a "port of entry" for effective teaching techniques, new curricula, exciting learning arrangements, and protocol instructional materials into the public school system.

While the teachers and students were actively participating in a unique preservice training program (mini-school) school officials were involved in a remodeling campaign in each of the portal schools. Non-bearing support walls were removed between adjoining classrooms to accommodate for more space and movement. Traditional desks were substituted for tables, chairs and other furniture conducive to open space learning and activity centers.

At the end of the mini-school the teams arrived at the portal schools bringing with them newly acquired teaching competencies, imagination, enthusiasm, and team work. Soon the open classroom space began to take on a personality of its own. The teachers were confident in implementing personalized instruction and the students were the beneficiaries.

The faculty of each portal school is augmented by using differentiated teaching teams. Each team is responsible for a multi-aged group of children. These teams consist of lead teachers, regular teachers, interns, clincial professors, student teachers, paraprofessionals, community coordinators, county coordinators, and volunteers. Team teaching recognizes and encourages individual differences among all participants. It also allows for flexibility and variation in the instructional program.

Each portal school faculty established separate priorities and objectives to meet the needs of their respective student population. Many of the priorities were similar in all the portal schools, yet each school had several objectives that were unique to that mountain community.

Each teaching team developed their own scope and sequence of learning activities and required skills their students should possess at the end of the school year. The educational needs of each child was diagnosed and individual prescriptions written or discussed. Students were then scheduled into required learning activities in the scope and sequence and all were allowed to select several other activities that were of interest to them.

Children were grouped several ways. The most common arrangement was three levels which covered six to eight traditional grade levels.

Volunteers

A very important element in the portal school is the active involvement of the parents and community resource people. Each school has an organized corps of volunteers which include parents, high school students, resource people, retired teachers, and even grandparents!

These people provide a great service by tutoring children in math and reading and by producing needed learning materials designed by the teachers

to implement individualized instruction. The volunteers are recruited by the community coordinator in each school through questionnaires and personal screening. When selected for volunteer work, the volunteers are trained through county-wide and school workshops.

Inservice Training - Individualizing Instruction

Another major aspect of the training program is the inservice training of regular teachers to the concept of personalized instruction. Approximately two-hundred regular teachers teaching in the portal school counties are participating in this inservice program. In addition, several one- and two-week workshops are being sponsored during the summer months for interested teachers in the areas of early childhood and personalizing education.

The structure of the inservice training program is very flexible and is based upon the individual needs of each school district. At the conclusion of the two-year period, over 180 training sessions will have been conducted. Sessions vary in duration, content, and learning activities. Participants choose the sessions they wish to attend from a wide variety of practical and relevant offerings. Emphasis is placed on meaningful demonstrations of effective teaching techniques, followed by production of instructional materials sessions. The teachers receive certification renewal units or college credit for their active participation.

Competency-Based Teacher Education

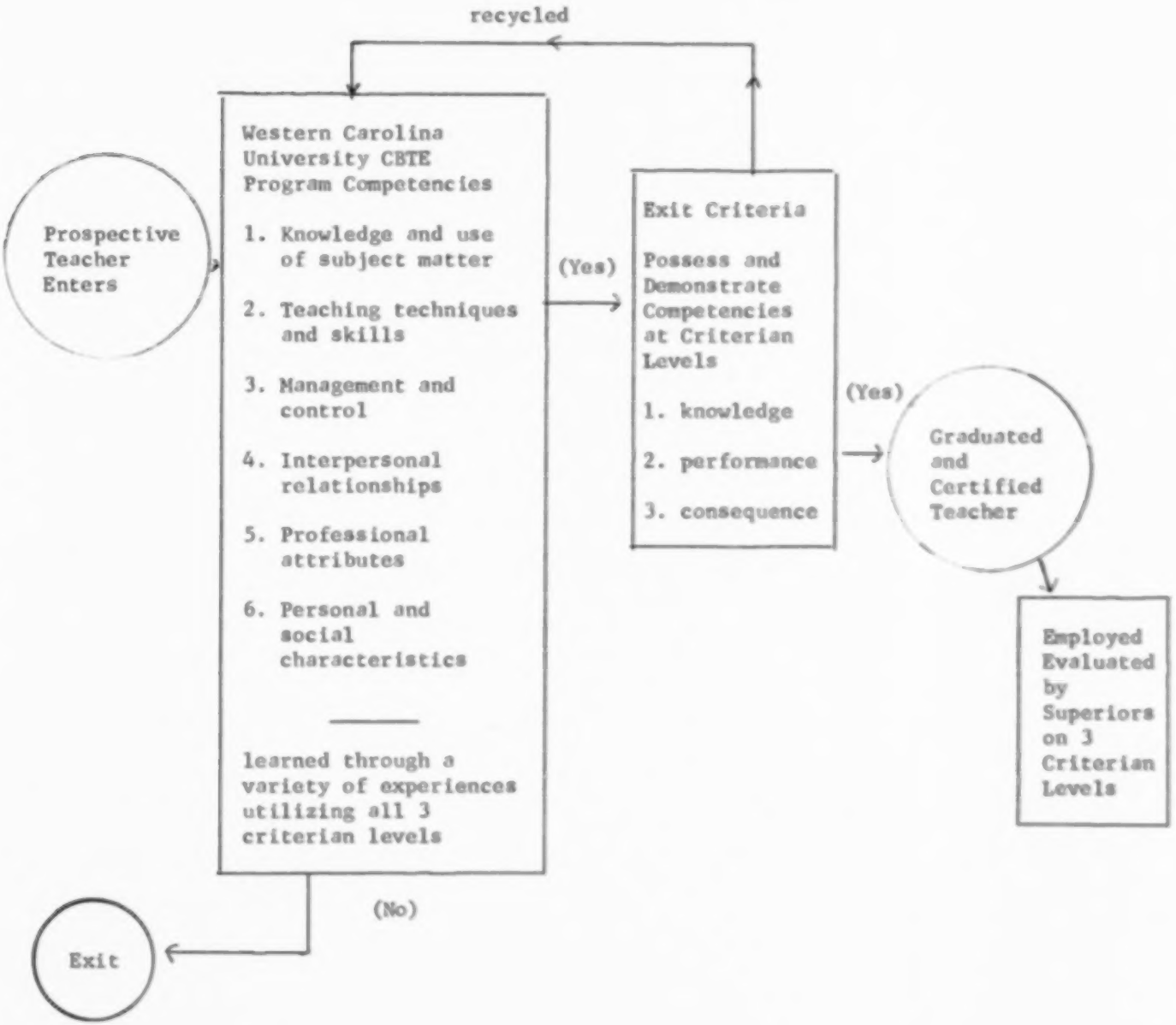
The last and probably the most challenging purpose of the program is to introduce Competency-Based Education. This program includes an experimental performance-based teacher training program which operates alongside the traditional teacher preparation program at Western Carolina University.

This training program is self-pacing for the intern teachers and lead teachers. All course work is taken on-site in the public school. In other words, all course work is completed at the portal school with the assistance of the public school officials and several visiting clinical professors. Through competency-based education, the teachers and their students are participating in a personalized learning program.

Participants in the program work through learning modules which are subdivisions of large components of instruction. In this program specific performance criteria or teaching competencies are clearly defined. Then aspiring teachers and regular teachers attempt to successfully demonstrate specfic competencies in order to be certified. Teachers demonstrate their competencies with children at the knowledge, performance and consequence criterian levels. Alternate ways are available to the learner to demonstrate his competency through the use of a variety of learning modules. Examples of modules include: practicing teaching skills in micro-teaching settings, personalizing instruction modules, making instructional materials, classroom management and control, reading and interaction analysis. (Refer to the list entitled, Western Carolina University's CBTE Competency List.)

The abbreviated chart on the following page attempts to describe our CBTE program in a capsule form. The prospective teacher enters from the left and proceeds through the six major competencies by utilizing a variety of learning experiences. At specified times during the program and at the end, the student will demonstrate his competencies at three criterian levels. Exiting and recycling opportunities are also available.

Illustration II - Western Carolina University CBTE Program: An Overview



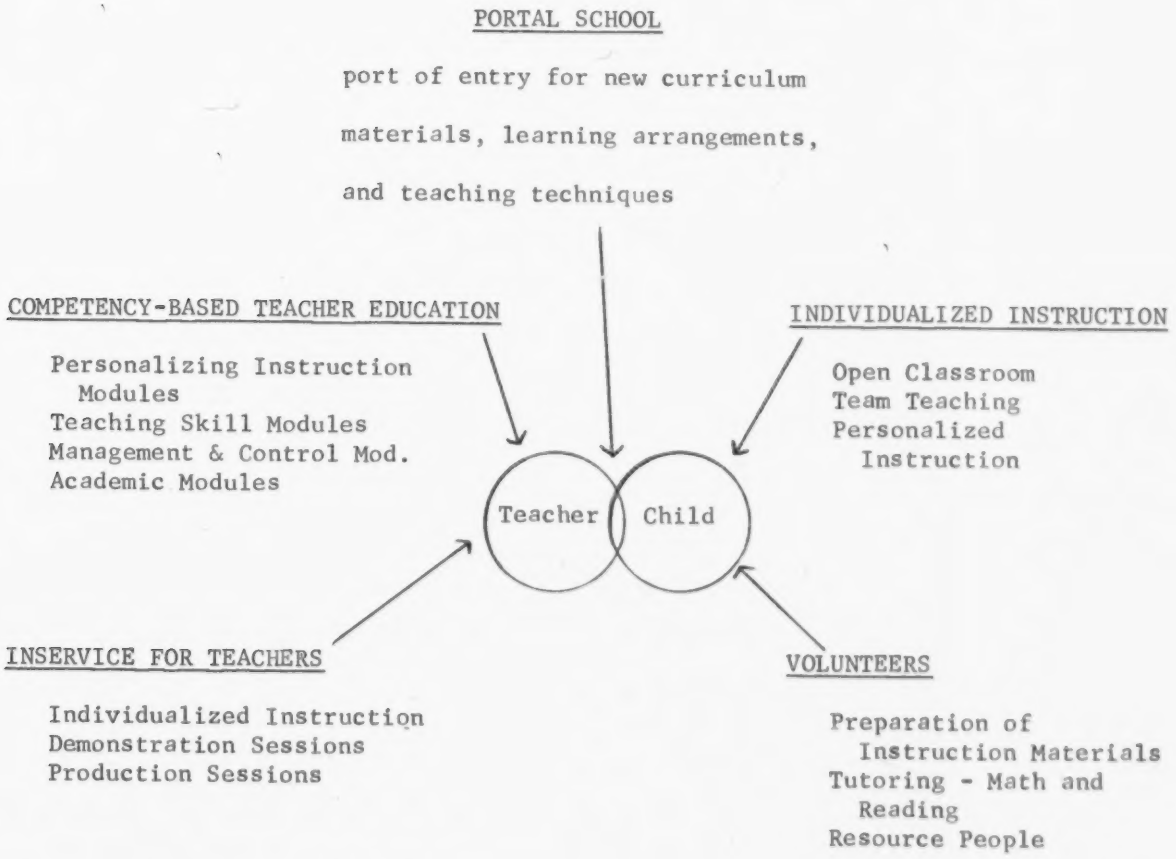
Competency-Based Teacher Education can only work when educators from all levels of instruction are committed and actively involved. Western Carolina University took a national leadership position by initiating the first symposium on CBTE that was specifically designed to involve educators representing all levels. Earlier conference programs were aimed at university and state department personnel.

A highly successful symposium on this topic was sponsored by Western Carolina University. All key levels of concerned educators were represented. Students, teachers, college professors, college administrators, state department of education officials and public school officers were active participants. (Refer to the attached publication entitled, Personalizing Instruction Through Competency-Based Teacher Education.)

Summary

Educators in the program feel a sense of historical significance because they are on the cutting edge of education history for the State of North Carolina. They are in essence, pioneers with a model of competency-based teacher education that may prove to have a tremendous impact on the education of teachers and children across the land.

Illustration III - Personalizing Instruction: An Overview



Progress and success are due in large measure to the high motivation exemplary performance of the participants, and the cooperative efforts and contributions of the North Carolina Department of Public Instruction, the School of Education and Psychology at Western Carolina University, the four-county school districts of Haywood, Macon, Jackson, and Transylvania Counties and the Teacher Corps Program.

In summary, the goal of this program is to personalize instruction for the aspiring teacher and his student with a thrust towards individualizing instruction, establishing the portal school concept, and implementing competency-based education.

We are confident that if every instructor (teacher or professor) would provide a variety of learning opportunities for each student (teacher or child) then learning becomes an exciting experience.

The Western Carolina University teacher training program recognizes this fact by providing relevant alternatives for the learner. We are also confident that you will give this entry serious consideration for accomplishing relevant change through an "educational marriage" that initiated personalized instruction through competency-based teacher education.

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

Name of Program Submitted: Personalizing Instruction Through Competency-Based Teacher Education

Insititution: Western Carolina University

President: Dr. Wm. Hugh McEniry

Campus Public Information Officer: Mr. Doug Reed

Faculty Member Responsible for Program: Dr. J. Michael Davis

Title of the Faculty Member: Associate Professor of Education

Signature:

Title: Date:

ABSTRACT: Personalizing Instruction Through Competency-Based Teacher Education is a pilot educational model designed to individualize learning for the public school student and the prospective teachers. Students participate in a special instruction model (Personalized Instruction), while aspiring teachers participate in an individualized teacher preparation program (C.B.T.E.).

Instruction and the demonstration of competencies are accomplished in Portal Schools which are located in four rural mountain school districts. Student and teacher needs are diagnosed and specific activities, competencies and activities are initiated. The pilot program is expanding through the assistance of special inservice training opportunities for other teachers and the use of volunteers in tutoring and instructional material production.

Progress is due in large measure to the exemplary performance of the participants and the cooperative efforts of Western Carolina University, North Carolina State Department of Public Instruction and four school districts. The concept of P.I. thru C.B.T.E. is growing and has been initiated in several other schools.

WESTERN CAROLINA UNIVERSITY'S CBTE PROGRAM COMPETENCY LIST

FIRST YEAR MODULES

Personalized Education

1. Diagnostician
2. Conditioning to Routines
3. Contracts
4. Cumulative Folder
5. Grading
6. Grouping
7. Learning Centers
8. Levels of Questioning
9. Programmed Instruction
10. Peer Teaching

Teaching Techniques and Skills

1. Unit Teaching
2. Lesson Plan
3. Listening
4. Bulletin Boards
5. Creativity
6. Discovery Method
7. Independent Study
8. Self-Concept

Classroom Management and Control

1. Register
2. Scheduling
3. Record Keeping
4. Discipline

Reading

1. Overview of Reading Instruction in the Elementary School
2. Beginning Reading Instruction: Developing Sight Vocabulary
3. Beginning Reading Instruction: Word Perception Skills
4. Developing Readiness for Formal Reading Instruction
5. Teaching Reading in the Elementary School: The Basal Reader Approach
6. Teaching Reading in the Elementary School: The Language Experience Approach
7. Teaching Reading in the Elementary School: Individualized Reading
8. Readability

Language Arts

1. Word Deriviation
2. Creative Writing

Handwriting

1. Introduction
2. Manuscript
3. Transition
4. Cursive

Interaction Analysis

1. Theory
2. Category Scoring
3. Analysis of Matrix Interpretation
4. Implementation

Teaching Materials

1. Free and Expensive Materials
2. Teacher Made Materials
3. Scrounging

Community

1. Community Resources
2. Parent-Teacher Conferences

Evaluation

1. Test and Measurement
2. Program Evaluation and Recommendation

SECOND YEAR MODULES

Language Arts in the Elementary School

1. Children's Literature
2. Grammar and Usage
3. Language Diversities
4. Language Heritage (for Middle Grades only)
5. Listening
6. Mechanics of Writing--Punctuation and Capitalization
7. Oral Expression
8. Spelling
9. Vocabulary Building
10. Written Composition

Mathematics in the Elementary School

1. Introduction
2. Aids to Teaching
3. Geometry
4. Sets, Set Language and Set Operations
5. Place Value
6. Numbers and Numerals
7. Number Theory

8. Real Number System and Properities
9. Addition and Subtraction
10. Multiplication and Division
11. Measurement
12. Fractions
13. Decimals
14. Problem Solving
15. Graphs and Charts

Science in the Elementary School

1. Historical Background
2. Why Science?
3. Scope of Elementary Science
4. Inquiry--The Process
5. New Projects
6. Project Kit

Social Studies in the Elementary School

1. Instructional Objectives
2. Nature, Purposes and Methodologies: Social Services
3. Teaching Strategies for the Social Studies
4. Social Studies Instructional Resources
5. Professional Resources for the Social Studies Teacher
6. Evaluation of Pupil Progress

Reading Diagnosis

1. Audition and Reading
2. The Botel Reading Inventory
3. Case Study
4. The Diagnostic Reading Scale

5. Gilmore Oral Reading Test

6. Intelligence and Reading

7. Measuring Reading Disability

8. Principles of Diagnosis and Remediation

9. Psychological and Sociological Factors

10. Readiness Tests

11. Silvarolli Classroom Inventory

12. Stanford Diagnostic Reading Test

13. The Telebinocular

14. Informal Reading Inventories

15. Vision and Reading

16. Visual Screening, Observations and Eye Charts

Educational Research

1. Educational Research: Purpose and Approach

2. Evaluating and Using Research in Education

3. The Research Problem (Part I)

4. The Research Problem (Part II)

5. Reviewing Related Literature

6. Research Methods

Test and Measurement

1. Selecting and Outlining a Segment of Subject Matter for Achievement Testing in the Actual Classroom Situation

2. Identifying Educational Objectives for a Segment of Subject Matter to be Taught and Tested in the Actual Classroom Setting

3. The Table of Specifications for Testing Educational Achievement in the Classroom

4. Writing the Test Items for the Educational Achievement Test

5. Planning and Producing the Classroom Educational Achievement Test

6. Administering and Scoring the Teacher-Constructed Classroom Achievement Test.

7. Analyzing Achievement Test Results Obtained by the Classroom Teacher in the Actual Classroom Setting

8. Evaluating Test Results of a Teacher-Constructed Achievement Test Administered in the Actual Classroom Setting

9. Evaluating the Teacher-Constructed Achievement Test

10. Revising the Teacher-Constructed Achievement Test